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ABSTRACT

This guide provides an overall view of a program designed to educate adult basic education (ABE) and English-as-a-Second-Language (ESL) students in job-related, language-oriented skills vital to their positions in the hotel/motel industry. The program was designed for the employees of Grenelefe Resort and Conference Center in Haines City, Florida, many of whom speak Spanish as their primary language. The guide provides learning modules for general job-related information, the groundskeeping department, the food service department, and the housekeeping department. Each learning module consists of a skills array (skills to be mastered), pretests and posttests, and one or more learning activities. For each learning activity, the following are provided: a task, skill objective, materials needed, evaluation methods, directions and procedures, job situation cases, role-playing activities, and information sheets. Instructions to the teacher are included. Most of the materials can be duplicated for student use. (KC)

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ED350415

WORKFORCE EDUCATION

HOTEL AND MOTEL WORKERS

Polk County Schools

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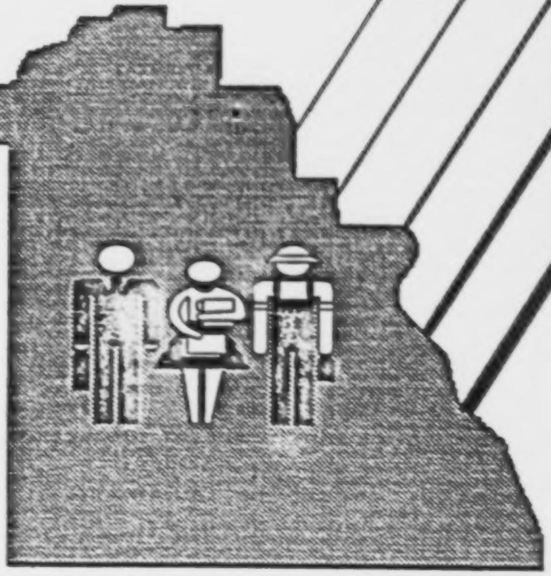

A SECTION 353 DEMONSTRATION PROJECT

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WORKPLACE LITERACY FOR HOTEL/MOTEL WORKERS

A Section 353 Demonstration Project

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PREFACE

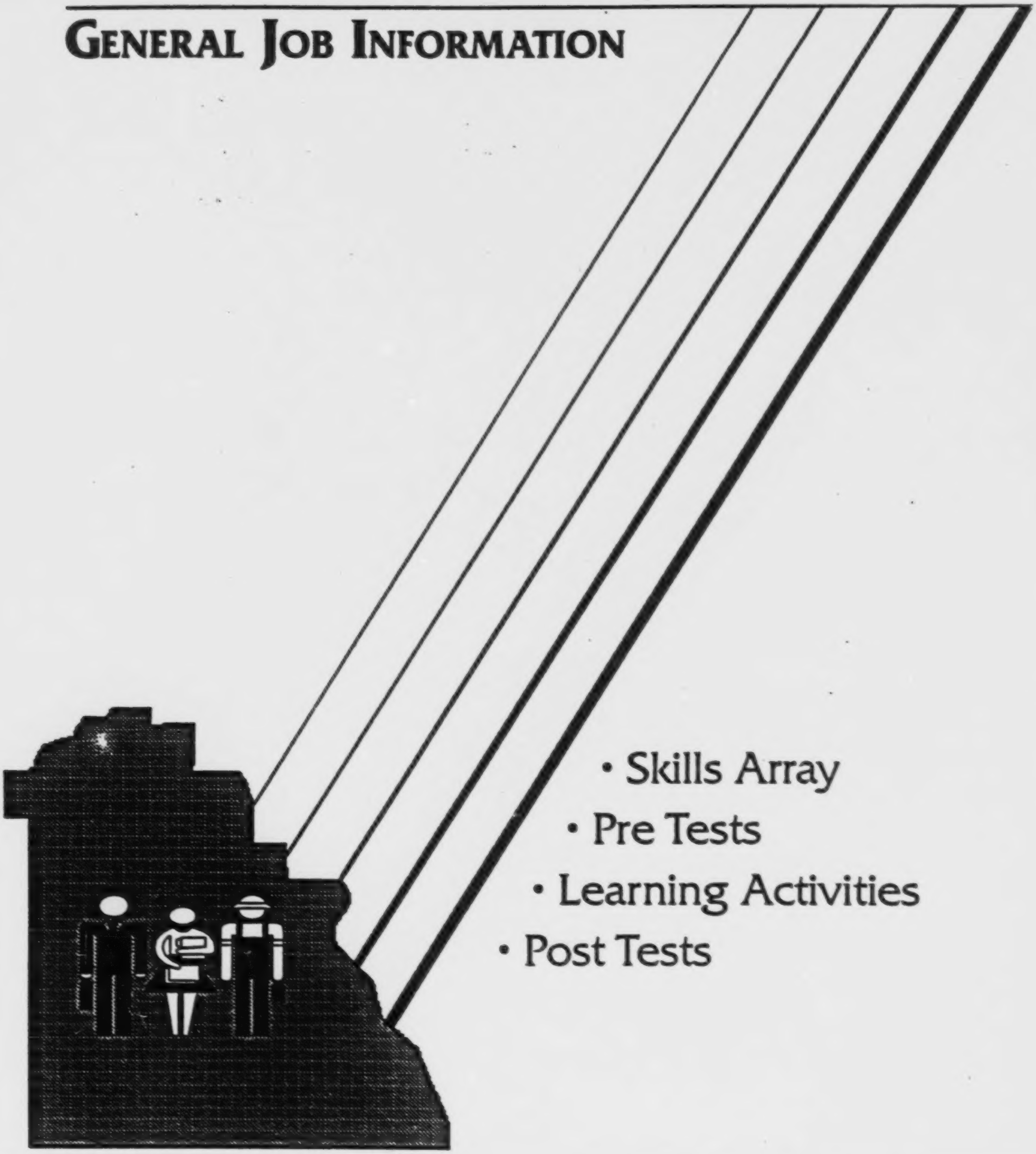
This outline provides an overall view of a program designed to educate Adult Basic Education and ESOL (English for Speakers of Other Languages) students in job-related, language oriented skills vital to their positions in the hotel/motel industry.

This program was designed for a specific location, the Grenelefe Resort and Conference Center in Haines City, Florida. Grenelefe provides educational benefits for their employees, and the class chosen for this program is an ESOL group which meets at the resort on Tuesday and Thursday nights. This group is comprised of Grenelefe employees whose primary language is Spanish. The three occupational areas in which this group is employed are Housekeepers, Groundskeepers, and Food Service Workers. A learning unit will be designed for each occupational area in which the student will move at their own pace. Pre and post-tests will be created for each occupational area as well. The learning units will involve using several different instruction techniques, including teacher-directed, group discussion, student demonstration, and student self-instruction.

Each student was tested prior to instruction, and then tested again, once they had completed their particular learning unit.

WORKFORCE EDUCATION

GENERAL JOB INFORMATION



- Skills Array
- Pre Tests
- Learning Activities
- Post Tests

Language Task: Comprehend General Job Related Information

A. Understanding Employees Policies
   1. Grievance Procedure
   2. Hygiene and Grooming
   3. Rules of Conduct
   4. Attendance/Leaves of Absences
   5. Tardiness

B. Understanding Job Benefits
   6. Employee Programs
   7. Vacations and Holidays
   8. Paycheck Deductions

C. Understanding Safety Rules
   9. General Rules

Format for all pre tests
post tests

Pre Test 1 Date

GENERAL JOB INFORMATION

Task:

Skill Objective:

Directions:

LEARNING ACTIVITY 1 Date

GENERAL JOB INFORMATION

Task:

Skill Objective:

Materials:

Evaluation:

Directions:

PRE TEST 1 DATE ____________

GENERAL JOB INFORMATION

Task: Understanding Employer Policies

Skill Objective: The students will be able to list in order the proper steps to follow in the grievance process.

When you have a problem on the job - you should follow a "chain of command" in order to voice your concerns or ideas. Place the following "chain of command" procedures in the proper order that they should be followed, by using the numbers: 1, 2, & 3.

____ Make an appointment with a representative of top management. Grenelefe executives maintain an "Open Door" policy and will gladly help you.

____ Discuss your problem with your supervisor as soon as possible. Often, problems can be settled at this level.

____ If you feel your problem is too critical to be handled by your supervisor, or you're not satisfied with your supervisor's decision, make an appointment to see your Department Manager or the Director of Personnel.

LEARNING ACTIVITY 1.1 DATE

GENERAL JOB INFORMATION (ACTIVITY 1.1)

Task: Understanding Employer Policies

Skill Objective: The students will read their Employee Handbook, and then be able to answer the multiple choice questions below. Complete this activity after a group discussion (Part 1) of the Chain of Command on page 8 of the handbook.

Materials: Grenelefe Employee Handbook

Evaluation: Post Test

DIRECTIONS: Read page 8 in your Grenelefe Employee Handbook. Then circle the letter of the correct answer for each situation below.

1. Mary is a waitress at Grenelefe. Her supervisor schedules her to work every weekend. Mary feels that it's unfair that she has to work every weekend. What should she do?

   A. Go to her supervisor and tell them she would like an occasional weekend off.
   B. Not come to work.
   C. Go to a department manager about her problem.
   D. None of the above.

2. Marcus works in the groundskeeping department at Grenelefe. He doesn't like working with another employee, and has asked his supervisor to not give him jobs with this other person. His supervisor still assigns the two men to work together. What should Marcus do?

   A. Talk to a Grenelefe executive.
   B. Go to a Department Manager to discuss his problem.
   C. Quit working at Grenelefe.
   D. None of the above.

3. Carlos works in the kitchen at Grenelefe. Carlos dislikes working with his supervisor, and has asked several times for a transfer to another restaurant at Grenelefe. His supervisor always refuses to transfer him. What should Carlos do?

   A. Quit working at Grenelefe.
   B. Call in sick.
   C. Go to the Department Manager with his problem.
   D. None of the above.

POST TEST 1 DATE ____________

GENERAL JOB INFORMATION

Task: Understanding Employer Policies

Skill Objective: The students will be able to list in order the proper steps to follow in the grievance process.

When you have a problem on the job - you should follow a "chain of command" in order to voice your concerns or ideas. Place the following "chain of command" procedures in the proper order that they should be followed, by using the numbers: 1, 2, & 3.

____ Make an appointment with a representative of top management. Grenelefe executives maintain an "Open Door" policy and will gladly help you.

____ Discuss your problem with your supervisor as soon as possible. Often, problems can be settled at this level.

____ If you feel your problem is too critical to be handled by your supervisor, or you're not satisfied with your supervisor's decision, make an appointment to see your Department Manager or the Director of Personnel.

PRE TEST 2 DATE ____________

GENERAL JOB INFORMATION - PRE TEST 2

Task: The students will recognize vocabulary words related to good personal hygiene and grooming.

Skill Objective: The students will be able to identify terms relating to good personal hygiene and grooming as it relates to their employment.

Circle the groups of words below that describe your hygiene and personal appearance when you come to work each day.

dirty fingernails

clean uniform

wear unauthorized pins

wear long moustache

use deodorant

bathe

brush teeth

wear company nametag

oily hair

wear sandals

neat haircut/hairstyle

ACTIVITY 2.1 **DATE** ____

GENERAL JOB INFORMATION

Task: The students will recognize vocabulary words related to good personal hygiene and grooming (Activity #1)

Skill Objective: The students will determine their own lists of words related to good personal hygiene, and poor personal hygiene.

Materials: Worksheet Pens/pencils

Method: Arrange students into small groups. Instruct each group to write 5 good hygiene habits, and 5 poor hygiene habits. Have each group select a spokesperson for their group to explain their lists to the rest of the class. Discuss each group's list(s).

Evaluation: Post Test

Group ____________________

List 5 good grooming/hygiene habits, then list 5 poor grooming/hygiene habits. Elect a person from your group to explain your lists to the rest of the class.

Good		Poor	
1.	____________	1.	____________
2.	____________	2.	____________
3.	____________	3.	____________
4.	____________	4.	____________
5.	____________	5.	____________

ACTIVITY 2.2 DATE

GENERAL JOB INFORMATION

Task: The students will recognize vocabulary words related to good personal hygiene and grooming (Activity #2)

Skill Objective: The students will role play displaying good or poor personal hygiene habits. The other students will determine which type of habit the student is displaying, and if it's a poor habit, how to correct it.

Materials: Papers with the good and bad habits written on them.

Method: Using the lists created by the students in activity #1, have each student draw a type of grooming habit then demonstrate it to the rest of the class. Have the rest of the students determine which habit is being displayed, and if it's a poor one, have the students discuss how to correct it.

Evaluation: Post Test

POST TEST 2 DATE ____________________

GENERAL JOB INFORMATION

Task: The students will recognize vocabulary words related to good personal hygiene and grooming.

Skill Objective: The students will be able to identify terms relating to good personal hygiene and grooming as it relates to their employment.

Circle the groups of words below that describe your hygiene and personal appearance when you come to work each day.

dirty fingernails

clean uniform

wear unauthorized pins

wear long moustache

use deodorant

bathe

brush teeth

wear company nametag

oily hair

wear sandals

neat haircut/hairstyle

PRE TEST 3 **DATE** ____________

GENERAL JOB INFORMATION

Task: Understanding employer policies. Rules of Conduct.

Skills Objective: The students will identify situations in which Grenelefe employees have conducted themselves properly or improperly.

Study the situations below. On the line below each paragraph, write the word proper if the employee acted properly, write the word improper if the employee acted improperly.

John works in the ground maintenance department at Grenelefe Resort. John does not like his co-worker, Jim. John decides to fight Jim, and brings a knife to work with him.

____

Susan works in housekeeping at Grenelefe Resort. She is always on time for work, and goes out of her way to help her co-workers and guests.

____

Juan works as a waiter at Grenelefe Resort. He is always cautious when leaving the kitchen because the door to the dining room swings out, and he knows that someone could be standing or walking just on the other side of the door.

____

Mike works as a landscaper at Grenelefe Resort. Everyday he likes to take a nap after lunch. Sometimes he sleeps past his lunch time, and has someone else clock back in for him.

____

Mary works in the kitchen at Grenelefe Resort. While cutting meat, she cut her finger on the slicing machine. She reported the accident to her supervisor immediately and sought first aid for the cut.

____

Janet is a housekeeper at Grenelefe Resort. When she receives a tip that she thinks is not enough, she makes unkind remarks about the guest(s) and comments about how "cheap" she thinks they are.

____

ACTIVITY 3.1 **DATE** ______

GENERAL JOB INFORMATION

Task: Understanding employer policies. Rules of Conduct.

Skill Objective: The students will identify the problem presented in each situation, and in group discussion, state why the employee is wrong, and how they should conduct themselves on the job.

Materials: Grenelefe Employee Handbook, Worksheet

Evaluation: Post Test

Directions: Read each of the sections on the rules of conduct in your Employee Handbook, then be prepared to discuss each situation presented below.

Alice is a housekeeper at Grenelefe. Alice will use inappropriate or bad language when speaking with her fellow workers, and even around guests. Why is Alice wrong, and what should she do to correct her problem?

Joe works in the groundskeeping department at Grenelefe. At least three times a week, Joe will have one of his fellow workers clock back in for him after lunch, while he takes a short nap. Why are Joe and his fellow worker wrong?

Mary works in the kitchen at Grenelefe. Mary likes the water glasses used in the restaurant, and decides to take one glass home per week, until she has a set of glasses. Why is Mary wrong?

ACTIVITY 3.2 **DATE** ______

GENERAL JOB INFORMATION

Task: Understanding employer policies. Rules of Conduct.

Skill Objective: The students will read each item, then decide if the employee in each situation was right or wrong.

Materials: Worksheet

Evaluation: Post Test

Directions: Read each sentence, then check (√) if the employee is right or wrong in the columns on the right.

	Right	Wrong
Maria likes to smoke a cigarette while cleaning rooms.	______	______
Mike always telephones his boss when he's going to be late for work.	______	______
Elsie likes to bring a beer to drink while she's eating lunch.	______	______
Jason likes to play poker with his co-workers at lunchtime.	______	______
Susan always reports any work related accidents to her supervisor immediately.	______	______

POST TEST 3 DATE

GENERAL JOB INFORMATION

Task: Understanding employer policies. Rules of Conduct.

Skills Objective: The students will identify situations in which Grenelefe employees have conducted themselves properly or improperly.

Study the situations below. On the line below each paragraph, write the word proper if the employee acted properly, write the word improper if the employee acted improperly.

John works in the ground maintenance department at Grenelefe Resort. John does not like his co-worker, Jim. John decides to fight Jim, and brings a knife to work with him.

____

Susan works in housekeeping at Grenelefe Resort. She is always on time for work, and goes out of her way to help her co-workers and guests.

____

Juan works as a waiter at Grenelefe Resort. He is always cautious when leaving the kitchen because the door to the dining room swings out, and he knows that someone could be standing or walking just on the other side of the door.

____

Mike works as a landscaper at Grenelefe Resort. Everyday he likes to take a nap after lunch. Sometimes he sleeps past his lunch time, and has someone else clock back in for him.

____

Mary works in the kitchen at Grenelefe Resort. While cutting meat, she cut her finger on the slicing machine. She reported the accident to her supervisor immediately and sought first aid for the cut.

____

Janet is a housekeeper at Grenelefe Resort. When she receives a tip that she thinks is not enough, she makes unkind remarks about the guest(s) and comments about how "cheap" she thinks they are.

____

PRE TEST 4 **DATE** ____________________

GENERAL JOB RELATED INFORMATION

Task: Understanding employer policies

Skills Objective: The students will demonstrate their comprehension of words dealing with time off from their job.

Write the letter of the correct definition on the right, on the line next to the word it defines on the left.

_____ jury duty

_____ bereavement pay

_____ sick pay

_____ medical leave

_____ personal leave

_____ promotion

_____ transfer

A. 3 days off with pay to attend funeral of immediate family member (after 90 days continuous employment).

B. Time off without pay in case of family emergencies. Leave may not exceed 30 calendar days.

C. Time off for medical reasons.

D. Time off with pay to serve as a juror in court.

E. Up to 48 hours, with pay, due to illness (after 1 year of continuous employment).

F. To advance to a better job for which you are qualified.

G. To change from one job to another.

ACTIVITY 4.1 DATE ____________

GENERAL JOB INFORMATION

Task: Understanding employer policies.

Skill Objective: The students will work in groups, using dictionaries, to find the definitions of the following words.

Materials: Dictionaries, Worksheet

Evaluation: Post Test

Directions: Use the dictionary to find the meanings of the following words, then write the definitions on the lines.

Jury ____

____

Bereave ____

____

Medical ____

____

Personal ____

____

Promotion ____

____

Transfer ____

____

POST TEST 4 DATE

GENERAL JOB RELATED INFORMATION

Task: Understanding Employer Policies

Skills Objective: The students will demonstrate their comprehension of words dealing with time off from their job.

Write the letter of the correct definition on the right, on the line next to the word it defines on the left.

_____ jury duty

_____ bereavement pay

_____ sick pay

_____ medical leave

personal leave

_____ promotion

_____ transfer

A. 3 days off with pay to attend funeral of immediate family member (after 90 days continuous employment).

B. Time off without pay in case of family emergencies. Leave may not exceed 30 calendar days.

C. Time off for medical reasons.

D. Time off with pay to serve as _____ a juror in court.

E. Up to 48 hours, with pay, due to illness (after 1 year of continuous employment).

F. To advance to a better job for which you are qualified.

G. To change from one job to another.

PRE TEST 5 **DATE**

GENERAL JOB RELATED INFORMATION

Task: Understanding Employer Policies

Skill Objective: The student will be able to explain in writing to his/her supervisor, the reason for his/her tardiness to work. After completing the written part of this test, the students will orally explain their tardiness to work, using the same situation.

You are having difficulty getting to work on time because you are taking care of your sick child who has the measles. You need to tell your supervisor of your problem, and explain that the situation is only temporary.

Write a short paragraph to your supervisor explaining this problem.

ACTIVITY 5.1 DATE ____________

GENERAL JOB INFORMATION

Task: Understanding employer policies.

Skill Objective: The students will be able to explain in writing to their supervisor why they will not be able to work for one day. Complete this activity after a general discussion of the attendance policy on page 27 of the Grenelefe Handbook.

Materials: Grenelefe Employee Handbook, Worksheet

Evaluation: Post Test

Directions: Use page 27 in your employee handbook to help you with this assignment. Use the information below to help you complete the sentences.

You aren't feeling well, and must call in sick. Finish the sentences below in which you explain to your supervisor why you are unable to work.

Hello, M________________________, this is ____________________. I am not feeling well today. I have ______________________________, and will not be able to come in to work today. I wanted to phone you at least _________ hours before my shift began. I should be in tomorrow, but if I am still not feeling well, I will ________________ you. Thank you.

ACTIVITY 5.2 DATE ________

GENERAL JOB INFORMATION

Task: Understanding employer policies.

Skill Objective: The students will be able to explain orally to their supervisor why they will not be able to work for one day. Complete this activity after a general discussion of the attendance policy on page 27 of the Grenelefe Handbook.

Materials: Grenelefe Employee Handbook, Worksheet

Evaluation: Post Test

Directions: Practice orally your written dialogue.

You aren't feeling well, and must call in sick. Finish the sentences below in which you explain to your supervisor why you are unable to work.

Hello, M________________________, this is ____________________. I am not feeling well today. I have ____________________________, and will not be able to come in to work today. I wanted to phone you at least _________ hours before my shift began. I should be in tomorrow, but if I am still not feeling well, I will ________________ you. Thank you.

POST TEST 5 DATE ____

GENERAL JOB RELATED INFORMATION

Task: Understanding Employer Policies

Skill Objective: The student will be able to explain in writing to their supervisor, the reason for their tardiness to work. After completing the written part of this test, the students will orally explain their tardiness to work, using the same situation.

You are having difficulty getting to work on time because you are taking care of your sick child who has the measles. You need to tell your supervisor of your problem, and explain that the situation is only temporary.

Write a short paragraph to your supervisor explaining this problem.

PRE TEST 6 **DATE**

GENERAL JOB RELATED INFORMATION -

Task: Understanding Employee Services and Programs

Skill Objective: The students will read each paragraph, then identify and write the main idea for each.

Write the main idea under each paragraph from the list below.

This program is established to help you bring your "ideas" to us for making a safer work place, improving guest relations, conserving energy, and reducing costs. Your outstanding ideas could win you a U.S. Savings Bond.

You can be a part of a quarterly recognition program designed to reward outstanding performance and dedication. You can win a $75.00 or $150.00 cash bonus for this award.

Grenelefe guests, owners and members are given the opportunity to nominate you for your courteous and super service. You could win cash bonuses for this award program.

Referring prospective customers to the Grenelefe Realty Sales Office could win you a cash bonus if they mention your name and take our Champagne Real Estate Tour.

LIST OF MAIN IDEAS

Superstar Program

Creative Ideas Award

Employee of the Month

Real Estate Referral Incentive Award

ACTIVITY 6.1 **DATE**

GENERAL JOB INFORMATION

Task: Understanding employee services and programs

Skill Objective: The students will use the employee benefits booklet to locate and then orally describe each of the four employee awards programs at Grenelefe.

Materials: Grenelefe Employee Benefit Booklet, Worksheet

Evaluation: Post Test

Directions: In groups of four, each person is to use his/her employee benefit booklet to locate the meanings of the programs below. Each person is responsible for learning the meaning of one program, then he/she is to explain his/her program to the other members of his/her group. Each person is responsible for a different program.

Superstar Program

Creative Ideas Award

Employee of the Month

Real Estate Referral Incentive Award

ACTIVITY 6.2 DATE ____________________

GENERAL JOB INFORMATION

Task: Understanding employee services and programs.

Skill Objective: The students will be able to identify each of the programs described in the riddles below, and write the name of the program on the line below each riddle. (Identifying the main idea.)

Materials: Worksheet, Worksheet from Part 1, Activity #6

Evaluation: Post Test

Directions: Read each riddle, then write the title of the program described in the riddle, on the line below it. The titles are listed below for you.

Employee of the Month	Superstar Program
Creative Ideas Award	Real Estate Referral Incentive Award

> I'm the program that can earn you cash
> if you tell guests
> where they may go to purchase
> property here at Grenelefe.
> (Make sure they know to mention your name.)

Which program am I? ______________________________

> One employee, four times a year
> is chosen for their hard work
> to receive a big cheer!
> (And some money too!)

Which program am I? ______________________________

> If you give super service,
> and are real nice too,
> a Grenelefe owner or member
> could recommend you!
> (To win some money!)

Which program am I? ______________________________

> If your ideas are smart
> and good for Grenelefe too,
> then your good ideas could win
> a U. S. Savings Bond for you!

Which program am I? ______________________________

POST TEST 6 DATE ____________

GENERAL JOB RELATED INFORMATION

Task: Understanding Employee Services and Programs

Skill Objective: The students will read each paragraph, then identify and write the main idea for each.

Write the main idea under each paragraph from the list below.

This program is established to help you bring your "ideas" to us for making a safer work place, improving guest relations, conserving energy, and reducing costs. Your outstanding ideas could win you a U.S. Savings Bond.

____

You can be a part of a quarterly recognition program designed to reward outstanding performance and dedication. You can win a $75.00 or $150.00 cash bonus for this award.

____

Grenelefe guests, owners and members are given the opportunity to nominate you for your courteous and super service. You could win cash bonuses for this award program.

____

Referring prospective customers to the Grenelefe Realty Sales Office could win you a cash bonus if they mention your name and take our Champagne Real Estate Tour.

____

LIST OF MAIN IDEAS

Superstar Program

Creative Ideas Award

Employee of the Month

Real Estate Referral Incentive Award

PRE TEST 7 **DATE** ______________

GENERAL JOB RELATED INFORMATION

Task: Understanding Employee Benefits

Skill Objective: The students will be able to use words that describe holiday and medical benefits to complete the sentences below.

Use the words below to complete the following sentences.

birthday pay
deductible
paid holidays
deduction
employee pay

Grenelefe recognized 7 ______________________________, including Christmas, New Year's Day, Thanksgiving, Memorial Day, Martin Luther King's Birthday, Labor Day, and Independence Day.

A ____ means that you contribute to your medical/dental insurance coverage for you and your dependents each pay period.

After one year of service and your supervisor's approval, you will receive the day off and ____________________________________ in honor of your birthday.

____________________________________ means the amount of medical/dental expenses you must pay before your insurance coverage will pay any medical or dental costs.

ACTIVITY 7.1 DATE

GENERAL JOB INFORMATION

Task: Understanding employee benefits.

Skill Objective: The students will work in groups of 2 and drill one another on the definitions of paid holidays, birthday pay, deductible, and employee deduction.

Materials: Grenelefe Employee Benefits and Insurance Booklets.

Evaluation: Post Test

Directions: Work with one friend. Read your benefits and insurance booklets to find out what the following terms mean. Then question one another to define what each term means.

Terms:

1. Birthday Pay
2. Paid Holidays
3. Deductible
4. Employee Pay Deduction

ACTIVITY 7.2 **DATE** ____________

GENERAL JOB INFORMATION

Task: Understanding employee benefits.

Skill Objective: The students will match the terms on the left with their definitions on the right.

Materials: Worksheets

Evaluation: Post Test

Directions: Match the terms on the left with their definition on the right.

_____ Paid Holiday

_____ Deductible

_____ Birthday Pay

_____ Employee Pay Deduction

A. The amount of money you must pay before your insurance will pay

B. Pay in honor of your birthday

C. Independence Day

D. Payroll deduction for insurance, etc.

POST TEST 7 DATE ____________

GENERAL JOB RELATED INFORMATION

Task: Understanding Employee Benefits

Skill Objective: The students will be able to use words that describe holiday and medical benefits to complete the sentences below.

Use the words below to complete the following sentences.

birthday pay
paid holidays
employee pay
deductible
deduction

Grenelefe recognized 7 ______________________________, including Christmas, New Year's Day, Thanksgiving, Memorial Day, Martin Luther King's Birthday, Labor Day, and Independence Day.

A ____ means that you contribute to your medical/dental insurance coverage for you and your dependents each pay period.

After one year of service and your supervisor's approval, you will receive the day off and ______________________________ in honor of your birthday.

______________________________ means the amount of medical/dental expenses you must pay before your insurance coverage will pay any medical or dental costs.

PRE TEST 8 **DATE** ____________

GENERAL JOB RELATED INFORMATION

Task: Understanding Job Benefits/Employee Programs

Skill Objective: The students will be able to read and comprehend the categories and deductions on the stub of a paycheck.

Look at the pay check stub below to answer the following questions.

1. What is Mr. Smith's gross pay? ____________________
2. What is Mr. Smith's take home pay (net)? ____________________
3. How much money has Mr. Smith paid in income taxes for the calendar year to date? ____________________
4. How much does Mr. Smith pay in union dues each pay period? ______
5. How many sick days does Mr. Smith have left? ____________________
6. What does S-01 mean in the box labeled, "tax status"? ____________________ ____________________
7. Does Mr. Smith deposit money in his credit union account? _______
8. What is the name of the company that Mr. Smith works for? _______ ____________________

ACTIVITY 8.1 **DATE**

GENERAL JOB RELATED INFORMATION

Task: Understanding Job Benefits/Employee Programs

Skill Objective: The students will be able to match terms on the left with their definitions on the right.

Materials: Worksheet, Dictionary

Evaluation: Post Test

Directions: Match the terms on the left with their definition on the right. Use the dictionary if needed.

_____ Gross Income

_____ Net Income

_____ Social Security Tax

_____ Income Tax

_____ Payroll Deduction

A. A tax required to fund a government program of old-age pensions, and give assistance to the disabled, etc.

B. Employee contributions for health insurance, savings plans, etc.

C. Wages or salary earned before taxes, etc.

D. A tax on yearly income, collected by the Federal and certain local governments

LEARNING ACTIVITY 8.2 **DATE** ____________

GENERAL JOB RELATED INFORMATION

Task: Understanding Employee Benefits/Programs

Skill Objective: The students will be able to answer the questions below based upon their understanding of the paycheck stub that follows. They will use the information provided on the stub to answer the questions.

Materials: Worksheet

Evaluation: Post Test

Directions: Look at the pay stub below. Use the information on the stub to answer the questions that follow.

Nancy M. Moore		151-89-9087	06/01/90	Ck. #0900
Current Earnings		Earnings YTD		Tax
Type	Amount	Gross		Status
Reg.	$1900.00	$7250.00		M-01
O. T.	$ 50.00	Soc. Sec. Earn. $7250.00		
Deductions		Current	YTD	
Soc. Sec.		$160.00	$525.00	
Income Tax		$275.00	$810.00	
Union Dues		$ 14.00	$140.00	
Health Ins.		$ 12.50	$125.00	
Total Deductions		$461.50	Net Pay $1488.50	

1. What is the tax status of this person? ____________

2. How many dependents does this person claim? ____________

3. How much social security tax has this person paid so far this year? ____________

4. How much does this person pay in union dues per pay check? ____________

5. Did this person receive overtime pay this pay period? ____________ If so how much? ____________

6. What is this person's social security number? ____________

7. What do the letters YTD mean? ____________

8. How much is the take home pay? ____________

LEARNING ACTIVITY 8.3 **DATE** ____________

GENERAL JOB RELATED INFORMATION

Task: Understanding Job Benefits/Employee Programs

Skill Objective: The students will be able to read and comprehend the categories and deductions on the stub of a pay check.

Carlos A. Alvarez		191-78-9870	05/10/90	Ck. #1000
Current Earnings		Earnings YTD		Tax
Type	Amount	Gross		Status
Reg.	$ 550.00	$3985.00		S-01
O. T.	$ 150.00	Soc. Sec. Earn. $3985.00		
Deductions		Current	YTD	
Soc. Sec.		$ 53.55	$815.00	
Income Tax		$ 94.50	$756.00	
Union Dues		$ 25.00	$200.00	
Health Ins.		$ 13.00	$104.00	
Total Deductions		$186.05	Net Pay $513.95	

1. What is Carlos' social security number? ____________

2. What is Carlos' gross income for this pay period? ____________

3. How much income tax has Carlos paid so far this period? ____________

4. How much does Carlos have deducted for health insurance each pay period? ____________

5. What is Carlos' tax status? ____________

6. How much did Carlos make in overtime this pay period? ____________

7. What is Carlos' net pay? ____________

POST TEST 8 **DATE** ____________

GENERAL JOB RELATED INFORMATION

Task: Understanding Job Benefits/Employee Programs

Skill Objective: The students will be able to read and comprehend the categories and deductions on the stub of a paycheck.

Directions: **Look at the pay check stub below to answer the following questions.**

1. What is Mr. Smith's gross pay? ______________________________
2. What is Mr. Smith's take home pay (net)? ____________________
3. How much money has Mr. Smith paid in income taxes for the calendar year to date? ______________________________
4. How much does Mr. Smith pay in union dues each pay period? ______
5. How many sick days does Mr. Smith have left? _________________
6. What does S-01 mean in the box labeled, "tax status"? __________

   ____
7. Does Mr. Smith deposit money in his credit union account? _______
8. What is the name of the company that Mr. Smith works for? _______

   ____

PRE TEST 9 **DATE** __________

GENERAL JOB RELATED INFORMATION

Task: Understanding General Safety Rules

Skill Objective: The students will be able to recognize potential safety problems, and will write in complete sentences how they would deal with each problem.

While mowing the lawn out on the golf course, Jack observes a guest on the putting green collapse, clutching his chest. What should Jack do?

Mary works in housekeeping. While cleaning a unit, Mary needed to reach an object from the top shelf of a closet. Mary used a chair to stand on in order to reach the object. Was Mary correct? What should she have used instead?

Bonnie works as a waitress at Grenelefe. Another waitress dropped a tray of glasses. Bonnie helped her pick up the broken glass, using her hands. What is the proper way to clean up broken glass?

Joe always bends over to lift heavy items. Should Joe be using his back muscles to lift? How should heavy items be lifted?

LEARNING ACTIVITY 9.1 DATE ____________________

GENERAL JOB RELATED INFORMATION

Task: Understanding general safety rules.

Skill Objective: The students will each read their employee handbook and answer the questions stated below.

Materials: Grenelefe Employee Handbook, Worksheet

Evaluation: Post Test

Directions: Read your employee handbook, pages 30-32, then answer the questions below.

1. What is the telephone number you are to use to report an emergency? ____________________
2. Should you try to give first aid to a guest? ____________________
3. How should you clean up broken glass? ________________________
4. What should you use if you must reach for something over your head? ________________________
5. When you must lift heavy items, which muscles should you use? ______________________________

POST TEST 9 DATE

GENERAL JOB RELATED INFORMATION

Task: Understanding General Safety Rules

Skill Objective: The students will be able to recognize potential safety problems, and will write in complete sentences how they would deal with each problem.

While mowing the lawn out on the golf course, Jack observes a guest on the putting green collapse, clutching his chest. What should Jack do?

Mary works in housekeeping. While cleaning a unit, Mary needed to reach an object from the top shelf of a closet. Mary used a chair to stand on in order to reach the object. Was Mary correct? What should she have used instead?

Bonnie works as a waitress at Grenelefe. Another waitress dropped a tray of glasses. Bonnie helped her pick up the broken glass, using her hands. What is the proper way to clean up broken glass?

Joe always bends over to lift heavy items. Should Joe be using his back muscles to lift? How should heavy items be lifted?

LITERACY IN THE WORKPLACE MASTERY CHART

Instructor

Workplace/Class Location

Student Name

Class Entry Date

Class Exit Date

Occupational Area	Pre-test Date/Score		Activities Completed	Post-test Date/Score	Instructor's Initials	Comments

Instructor Signature

Test Average

Date

Final Grade

54A-5/1

WORKFORCE EDUCATION

GROUNDS MAINTENANCE

- Skills Array
- Pre Tests
- Learning Activities
- Post Tests

Language Task: Using specific job related communication effectively.

A. Job Related Vocabulary
   1. Lawn Care Equipment

B. Safety
   2. Power Mower
   3. Power Tools
   4. Pesticides/Herbicides
   5. Pesticide/Herbicides
   6. Machinery

C. Effective Oral Communication
   7. Guest Relations
   8. Giving Directions to Guests

PRE TEST 1 **DATE** ____________

GROUNDS MAINTENANCE

Task: Understanding Job Related Vocabulary - Lawn care equipment

Skill Objective: The students will be able to identify and write the name of the correct type of equipment on the line in each sentence.

Directions: Fill in the blank of each sentence with the correct answer. Use the words from the list provided below.

power mower	power blower	Weedeater	power edger
tractor	sprayer	lawn roller	brush cutter

1. Available in riding or push models, a ____________________ with a gasoline or electric engine, cuts grass with rotary blades whirling at high speeds.

2. ____________________ is the brand name of a string-style lawn trimmer which uses plastic string, whirling at high speed, to cut grass.

3. A ____________________ works like a small rotary mower set on its edge. A single blade, with cutting edges at both ends, rotates at high speed, slicing off grass blades in a straight line.

4. A ____________________ is a machine that uses forced air to remove grass cuttings, leaves, and other organic debris from sidewalks, driveways, etc...

5. A ____________________ is used to apply a chemical and water mixture to lawn and plants to fertilize, or destroy weeds and insects.

LEARNING ACTIVITY 1 DATE ____________

GROUNDS MAINTENANCE

Task: Understanding Job Related Vocabulary - Groundskeeping

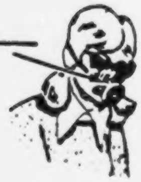
Skill Objective: The students will be able to match pictures of each type of equipment with its name. The students will then practice saying the name of each type of equipment.

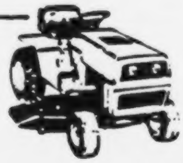
Materials: Worksheet

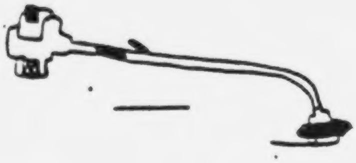
Evaluation: Post Test

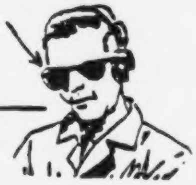
Directions: Match the pictures on the left with their name on the right, then practice saying the name of each type of equipment. Put the letter of the correct name on the line next to each picture.

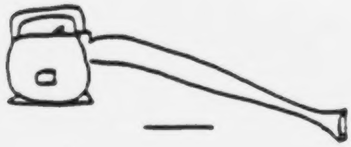
A. Lawn roller
B. Weedeater
(string trimmer)
C. Power mower
D. Power blower
E. Power edger
F. Sprayer
G. Respirator
H. Safety glasses

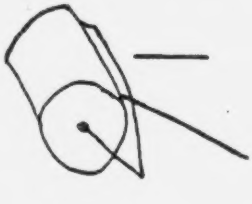
____ 

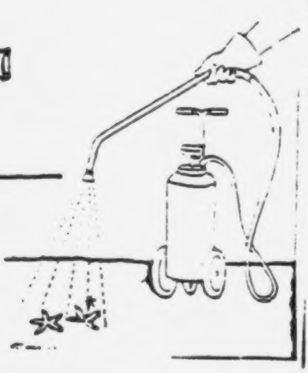
____ 

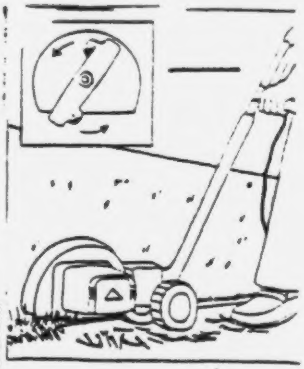
____ 

____ 

____ 

____ 

____ 

____ 

LEARNING ACTIVITY 1.2 DATE ____________________

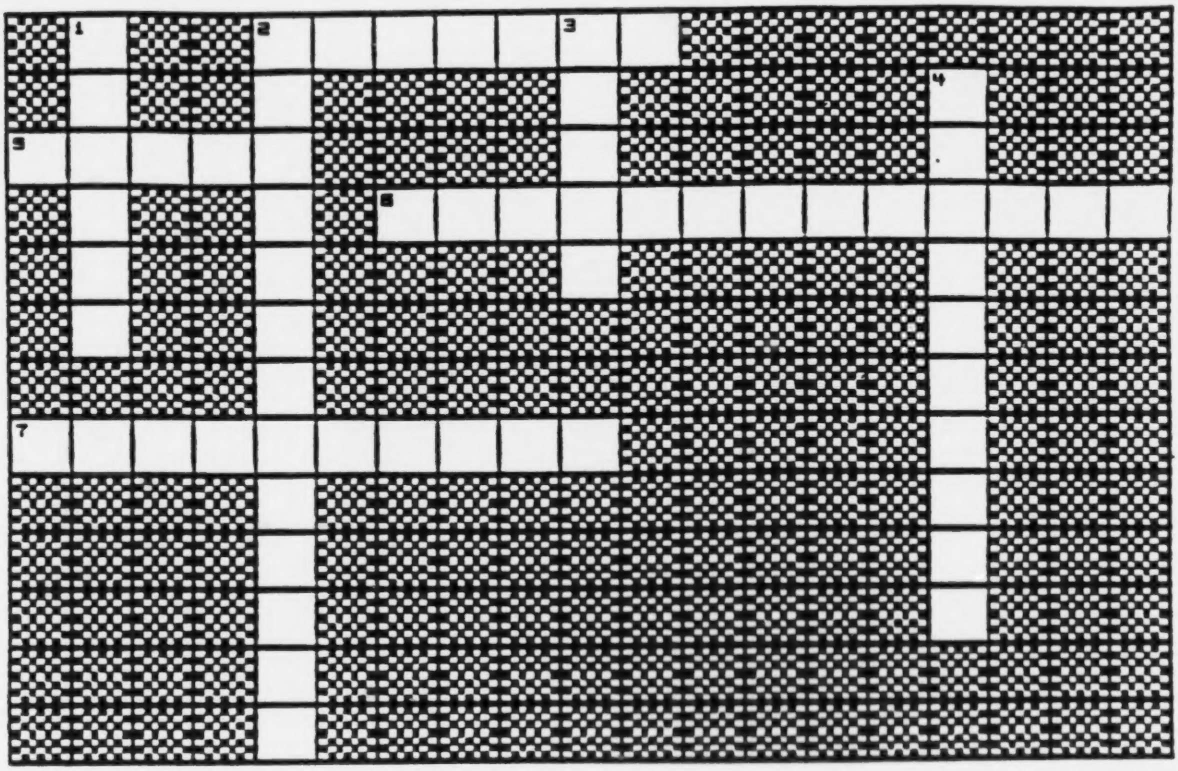
GROUNDS MAINTENANCE

Task: Understanding Job Related Vocabulary

Skill Objective: The students will be able to demonstrate their understanding of the job related words from Part 1 of this activity by completing the crossword puzzle below.

Materials: Worksheet

Evaluation: Post Test



ACROSS CLUES

2. Used to apply chemical and water mixture to lawns and plants.
5. Gasoline or electric powered machine which cuts grass with spinning rotary blades.
6. Used to protect the eyes from flying objects
7. Used to smooth and flatten lawn.

DOWN CLUES

1. Used to remove grass cuttings, leaves, etc...Uses forced air.
2. Uses plastic string, whirling at high speed, to cut grass.
3. Cuts grass in a straight line, using a single blade, set on its edge.
4. Used to cover the mouth and nose to protect against breathing in dust and fumes.

LEARNING ACTIVITY 1.3 **DATE** ______________

GROUNDS MAINTENANCE

Task: Understanding Job Related Vocabulary - Lawn care equipment

Skill Objective: The students will be able to identify and write the name of the correct type of equipment on the line in each sentence.

POWER MOWER SAFETY - Push mowers and tractors

1. What type of clothing should you wear for mowing?
   A. shorts and sandals
   B. long pants and boots
   C. bathing suit
   D. none of the above

2. When mowing on a banked slope
   A. mow in an up and down pattern
   B. mow across, not up and down
   C. mow in a zig-zag pattern
   D. none of the above

3. If the mower or tractor vibrates or rattles in an unusual way
   A. ignore it and keep mowing
   B. leave the engine running while you look for loose parts
   C. shut off the engine, disconnect the spark plug wire, then check the mower for problems
   D. none of the above

4. While operating a mower, always run the engine
   A. in an open, well-aired area
   B. in a closed area
   C. in the garage
   D. none of the above

5. While operating a mower, always check the area ahead of you for
   A. weeds in the grass
   B. hidden objects in the grass
   C. little people
   D. none of the above

POST TEST 1 **DATE** ____________

GROUNDS MAINTENANCE

Task: Understanding Job Related Vocabulary - Lawn care equipment

Skill Objective: The students will be able to identify and write the name of the correct type of equipment on the line in each sentence.

Directions: Fill in the blank of each sentence with the correct answer. Use the words from the list provided below.

power mower
tractor
power blower
sprayer
Weedeater
lawn roller
power edger
brush cutter

1. Available in riding or push models, a ____________________ with a gasoline or electric engine, cuts grass with rotary blades whirling at high speeds.
2. ____________________ is the brand name of a string-style lawn trimmer which uses plastic string, whirling at high speed, to cut grass.
3. A ____________________ works like a small rotary mower set on its edge. A single blade, with cutting edges at both ends, rotates at high speed, slicing off grass blades in a straight line.
4. A ____________________ is a machine that uses forced air to remove grass cuttings, leaves, and other organic debris from sidewalks, driveways, etc...
5. A ____________________ is used to apply a chemical and water mixture to lawn and plants to fertilize, or destroy weeds and insects.

POST TEST 1 **DATE**

GROUNDS MAINTENANCE

Task: Understanding Job Related Vocabulary - Lawn care equipment

Skill Objective: The students will be able to identify and write the name of the correct type of equipment on the line in each sentence.

POWER MOWER SAFETY - Push mowers and tractors

1. What type of clothing should you wear for mowing?
   A. shorts and sandals
   B. long pants and boots
   C. bathing suit
   D. none of the above

2. When mowing on a banked slope
   A. mow in an up and down pattern
   B. mow across, not up and down
   C. mow in a zig-zag pattern
   D. none of the above

3. If the mower or tractor vibrates or rattles in an unusual way
   A. ignore it and keep mowing
   B. leave the engine running while you look for loose parts
   C. shut off the engine, disconnect the spark plug wire, then check the mower for problems
   D. none of the above

4. While operating a mower, always run the engine
   A. in an open, well-aired area
   B. in a closed area
   C. in the garage
   D. none of the above

5. While operating a mower, always check the area ahead of you for
   A. weeds in the grass
   B. hidden objects in the grass
   C. little people
   D. none of the above

PRE TEST 2 **DATE**

GROUNDS MAINTENANCE

Task: Read and Comprehend Directions for the Safe Use and Servicing of Lawn Equipment.

Skill Objective: The students will be able to identify the correct safety procedure for blowers, trimmers and edgers.

Safety for Power Blowers, Trimmers, and Edgers

1. When operating a power blower, a string trimmer, or a power edger, your should wear
   A. shorts and sneakers
   B. long pants and boots
   C. sandals
   D. none of the above

2. When operating a power blower, a string trimmer, or a power edger in a dusty area you should wear
   A. a respirator which prevents breathing in dust particles
   B. a hat
   C. earmuffs
   D. none of the above

3. When operating a power blower, a string trimmer, or a power edger, what should you wear to protect yourself from objects that may be thrown into the air by the equipment?
   A. cheap sunglasses
   B. a helmet
   C. glasses that have unbreakable lenses
   D. none of the above

4. Before cleaning, inspecting, or repairing equipment turn off the engine and disconnect the
   A. spark plug wire
   B. gas line
   C. throttle cable
   D. none of the above

5. While operating edgers and string trimmers, always check the ground for
   A. flowers
   B. little people
   C. hidden objects in the grass
   D. none of the above

LEARNING ACTIVITY 2.1 **DATE**

GROUNDS MAINTENANCE

Task: Read and comprehend directions for the safe use and servicing of lawn equipment. (Power mower safety)

Skill Objective: The students will be able to answer questions about power mower safety after they read the Grenelefe Mower and Operator Orientation and Training Sheet, and look at the pictures associated with power mower safety that are attached.

Materials: Grenelefe Mower and Operating Training Sheet, Worksheet

Evaluation: Post Test

Directions: Read the attached mower and operator training sheet, then look at the attached pictures. Then answer the questions below, based on the training sheet and the pictures.

1. What type of clothing should be worn for mowing a lawn?

   A. Sandals
   B. Shorts
   C. Long pants and boots
   D. Bathing suit

2. When mowing on a banked slope,

   A. Mow in a zig-zag pattern
   B. Mow across the slope, not up and down
   C. Mow in an up and down pattern
   D. Mow in a reverse motion

3. When operating a mower, always run the engine

   A. in the garage
   B. in a rainstorm
   C. in an open, well aired area
   D. in a barn

4. If the mower shakes or rattles while you're operating it

   A. Leave the engine running while you look for the problem
   B. Keep mowing until the machine stops on its own
   C. Shut off the engine, disconnect the spark plug wire(s), then look at the mower for problems
   D. Call a repairman

5. While mowing always look for

   A. bugs in the grass
   B. tiny, little people
   C. hidden objects in the grass
   D. your friends

LEARNING ACTIVITY 2.2 DATE ____________

GROUNDS MAINTENANCE

Task: Read and comprehend directions for the safe use and servicing of lawn equipment. (Power mower safety)

Skill Objective: The students will quiz one another on safety questions concerning the use of a power mower. This activity utilizes reading and speaking.

Materials: Worksheet

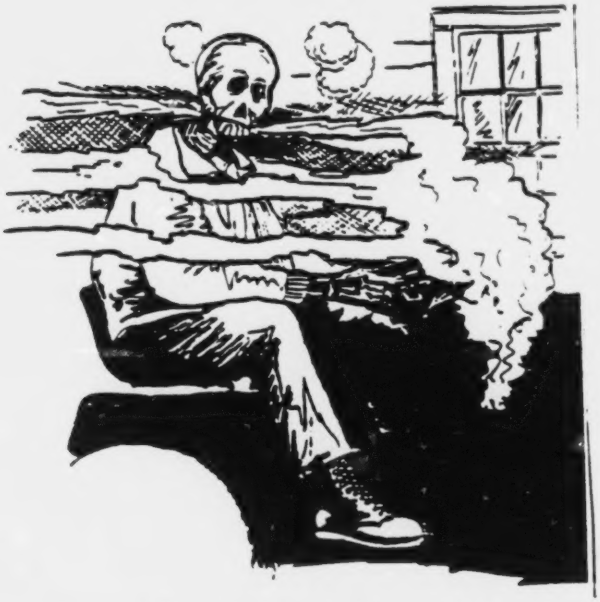
Evaluation: Post Test

Directions: Work in groups of two. Each student will take turns questioning the other one on proper safety equipment and procedures for the use of a power mower. The questions are on the left, and the correct responses for each question are on the right. The person questioning you will tell you if you are right or wrong.

QUESTIONS	ANSWERS
1. When mowing, what type of clothing should you wear?	Long pants/ long sleeved shirt
2. Where should you run the mower's engine?	Outdoors or in an open, well-aired area
3. If the mower shakes or makes noise, what should you do before checking the engine?	Turn off the engine and disconnect the spark plug wire
4. If you have to mow a banked slope, how should you mow?	Across the slope
5. What should you always be checking for in the grass?	Hidden objects

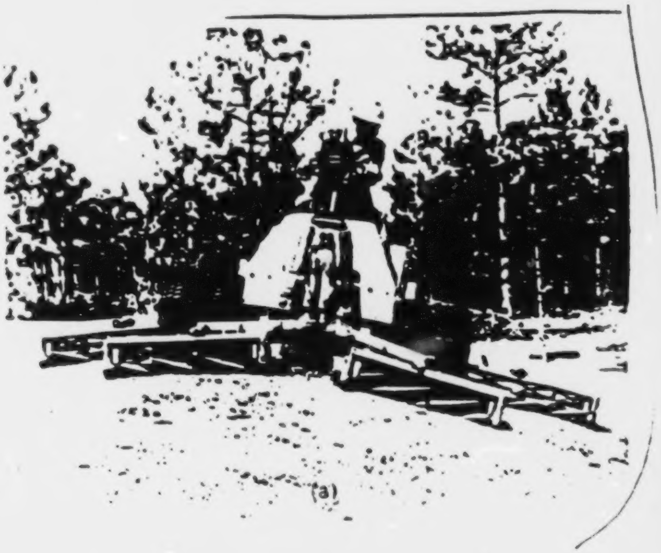
LEARNING ACTIVITY 2.3 DATE ______________________
GROUNDS MAINTENANCE

Safe Use of Mowers and Hand Held Power Equipment Sheet



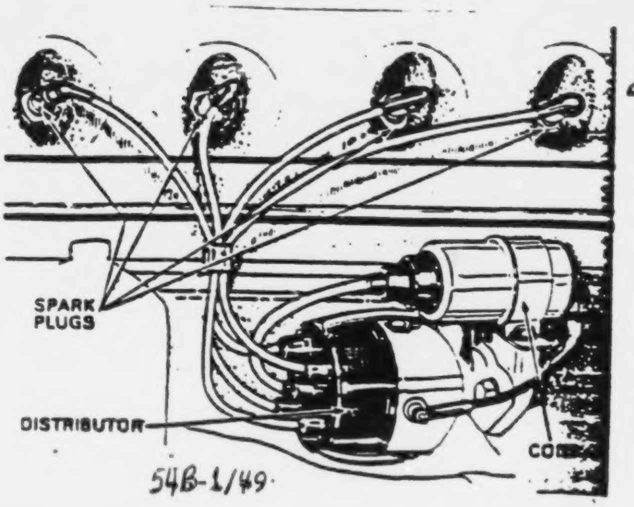
Do not run a mower engine in a closed area

Run engine in an OPEN, WELL-AIRED area



When mowing banked slopes, mow ACROSS the slope, not up and down.

Before servicing all types of power equipment (mowers, string trimmers, edgers, etc.) DISCONNECT the spark plug wires AFTER turning off the engine.



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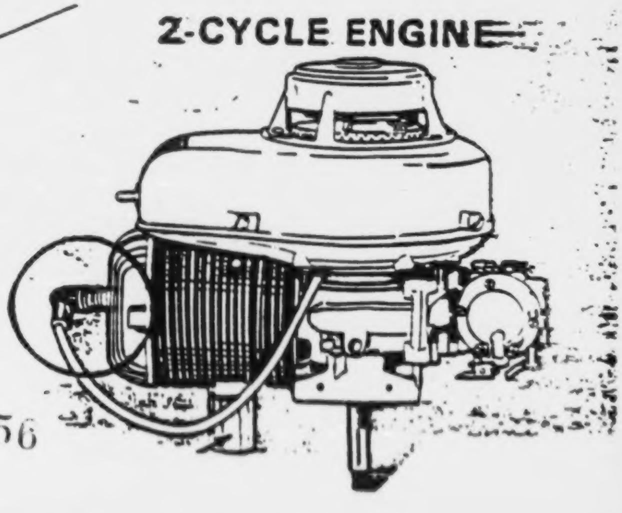

PRE TEST 3 DATE ____________

GROUNDS MAINTENANCE

Task: Read and Comprehend Directions for the Safe Use and Servicing of Lawn Equipment.

Skill Objective: The students will be able to identify the correct safety procedure for blowers, trimmers, and edgers.

Safety for Power Blowers, Trimmers, and Edgers

1. When operating a power blower, a string trimmer, or a power edger, your should wear
   - A. shorts and sneakers
   - B. long pants and boots
   - C. sandals
   - D. none of the above

2. When operating a power blower, a string trimmer, or a power edger in a dusty area you should wear
   - A. a respirator which prevents breathing in dust particles
   - B. a hat
   - C. earmuffs
   - D. none of the above

3. When operating a power blower, a string trimmer, or a power edger, what should you wear to protect yourself from objects that may be thrown into the air by the equipment?
   - A. cheap sunglasses
   - B. a helmet
   - C. glasses that have unbreakable lenses
   - D. none of the above

4. Before cleaning, inspecting, or repairing equipment turn off the engine and disconnect the
   - A. spark plug wire
   - B. gas line
   - C. throttle cable
   - D. none of the above

5. While operating edgers and string trimmers, always check the ground for
   - A. flowers
   - B. little people
   - C. hidden objects in the grass
   - D. none of the above

LEARNING ACTIVITY 3.1 DATE

GROUNDS MAINTENANCE

Task: Read and Comprehend Directions for the Safe Use and Servicing of Lawn Equipment. (hand held power equipment)

Skill Objective: The students will be able to answer the following questions based upon the information they will read about hand held power equipment, which is attached.

Materials: Information sheet (see attached), Worksheet

Evaluation: Post Test

Evaluation: Use the information on the attached sheet to answer the following questions.

Directions: Use the information on the attached sheet to answer the following questions.

1. When working with power equipment in a dusty area, you should wear
   - A. A hat
   - B. Earmuffs
   - C. A respirator
   - D. Glasses

2. While operating hand held power equipment always watch
   - A. Little people
   - B. Weeds
   - C. Hidden objects
   - D. Money

3. While operating power equipment such as a power blower, a string trimmer, etc..., what should you wear to protect your eyes from flying objects?
   - A. Contact lenses
   - B. Cheap sunglasses
   - C. Glasses with unbreakable lenses (Safety glasses)
   - D. None of the above

4. What type of shoes should you wear when operating power equipment?
   - A. Sandals
   - B. Boots
   - C. Slippers
   - D. High heels

5. Before servicing equipment, always
   - A. Cut the gas line
   - B. Remove the gas cap
   - C. Turn on the machine
   - D. Turn off the engine, and disconnect the spark plug wire

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LEARNING ACTIVITY 3.2 ______________________ DATE ____________

GROUNDS MAINTENANCE

Task: Read and comprehend directions for the safe use and servicing of lawn equipment. (Hand held power equipment)

Skill Objective: The students will quiz one another on safety questions concerning the use of hand held power equipment. This activity utilizes reading and speaking.

Materials: Worksheet

Evaluation: Post Test

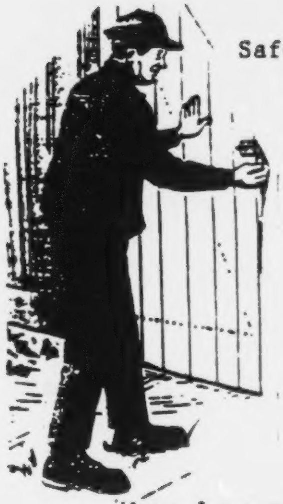
Directions: Work in groups of two. Each student will take turns questioning the other one on proper safety equipment and procedures for the use of hand power equipment. The questions are on the left, and the correct responses for each question are on the right. The person questioning you will tell you if you ars right or wrong.

QUESTIONS	ANSWERS
1. What type of shoes should you wear while using a power edger?	Boots
2. Before you work on the equipment what should you do?	Turn off the engine, and disconnect the spark plug wire.
3. What should you wear to protect your eyes?	Safety glasses
4. What should you always be checking for in the grass?	Hidden objects
5. What should you wear while working in a dusty area?	A respirator

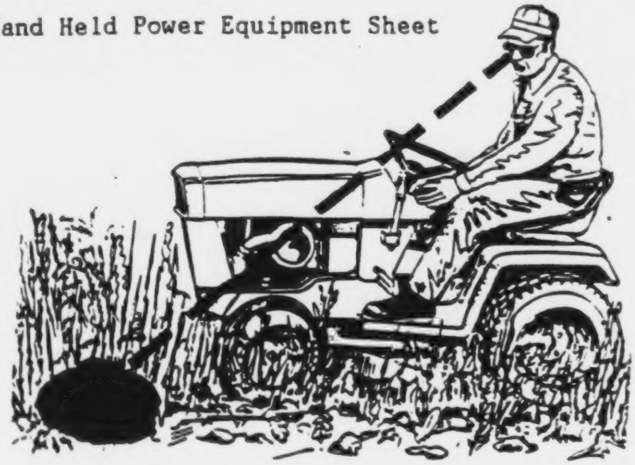
LEARNING ACTIVITY 3.3 DATE

GROUNDS MAINTENANCE

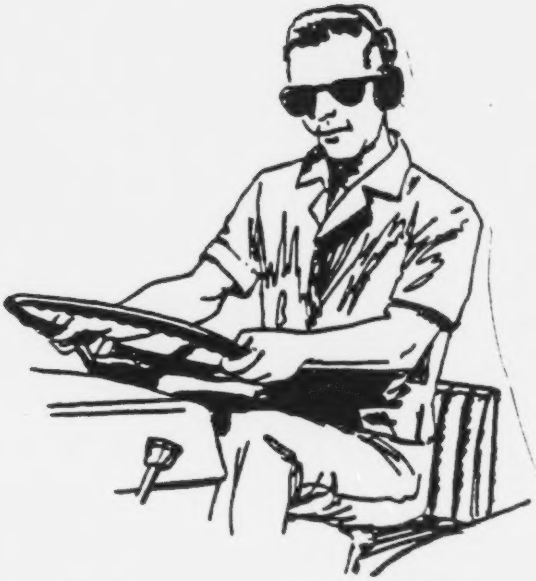
Safe Use of Mowers and Hand Held Power Equipment Sheet



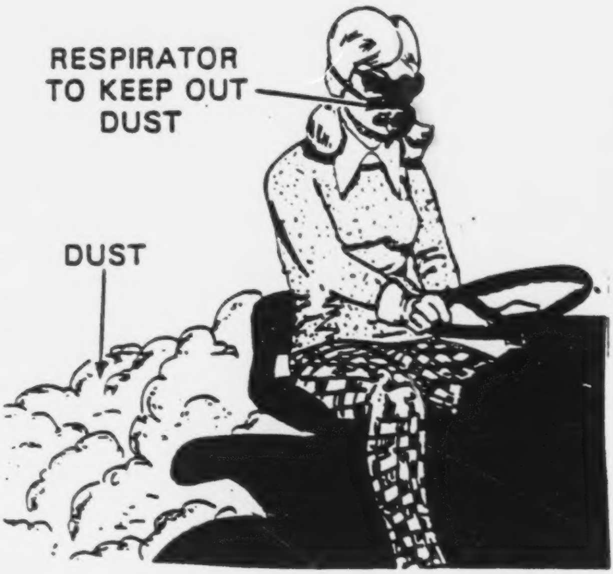
Wear long pants, long sleeved shirts, and boots, when using ALL types of power equipment



When using ALL power equipment, LOOK for HIDDEN objects in the grass



Wear SAFETY GLASSES when working with ALL types of power equipment to protect your eyes


RESPIRATOR TO KEEP OUT DUST
DUST

When working in DUSTY areas with ALL power equipment, wear a RESPIRATOR

BEST COPY AVAILABLE

POST TEST 3 **DATE**
GROUNDS MAINTENANCE

Task: Read and Comprehend Directions for the Safe Use and Servicing of Lawn Equipment.

Skill Objective: The students will be able to identify the correct safety procedure for blowers, trimmers, and edgers.

Safety for Power Blowers, Trimmers, and Edgers

1. When operating a power blower, a string trimmer, or a power edger, your should wear
   A. shorts and sneakers
   B. long pants and boots
   C. sandals
   D. none of the above

2. When operating a power blower, a string trimmer, or a power edger in a dusty area you should wear
   A. a respirator which prevents breathing in dust particles
   B. a hat
   C. earmuffs
   D. none of the above

3. When operating a power blower, a string trimmer, or a power edger, what should you wear to protect yourself from objects that may be thrown into the air by the equipment?
   A. cheap sunglasses
   B. a helmet
   C. glasses that have unbreakable lenses
   D. none of the above

4. Before cleaning, inspecting or repairing equipment turn off the engine and disconnect the
   A. spark plug wire
   B. gas line
   C. throttle cable
   D. none of the above

5. While operating edgers and string trimmers, always check the ground for
   A. flowers
   B. little people
   C. hidden objects in the grass
   D. none of the above

PRE TEST 4 **DATE** ____________

GROUNDS MAINTENANCE

Task: Understanding Safety Rules (Pesticides/Herbicides)

Skill Objective: The students will be able to correctly identify characteristics about pesticides and herbicides, as well as read and locate vital safety information on a pesticide label.

Directions: Circle the letter of the correct answer.

1. Chemicals that are used to destroy, prevent or control insects, mice, etc...are called.
   A. fungicides
   B. pesticides
   C. herbicides
   D. none of the above

2. Pesticides and herbicides are available in
   A. pellet form
   B. granular form
   C. soluble power
   D. all of the above

3. A chemical that is used to destroy, prevent or control undesirable plant life is called a
   A. fungicide
   B. herbicide
   C. pesticide
   D. none of the above

4. Which way can pesticides/herbicides enter your body and poison you?
   A. through the skin
   B. by swallowing
   C. by breathing
   D. all of the above

5. When handling pesticides/herbicides, which should you do?
   A. wear sunglasses
   B. wear long-sleeved coveralls and a respirator
   C. never wear a hat
   D. wear steel shoes

LEARNING ACTIVITY 4.1 DATE ______

GROUNDS MAINTENANCE

Task: Understanding job related vocabulary

Skill Objective: The students will use a dictionary to find the meanings of the job related words: herbicide, fungicide, pesticide, soluble, wettable, pellet, granules, aerosol, fumigant, and liquid.

1. herbicide ______
2. fungicide ______
3. pesticide ______
4. soluble ______
5. granule ______
6. pellet ______
7. wettable ______
8. aerosol ______
9. fumigant ______
10. liquid ______

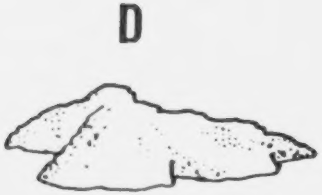
Task: Understanding safety Date ________________

Skill Objective: The students will be able to label the forms that pesticides/herbicides come in, and write the name of the form on the line.

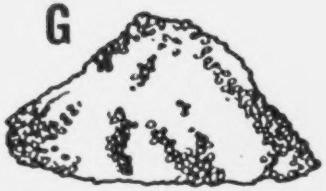
Materials: Worksheets (pages 1 & 2)

Evaluation: Post Test

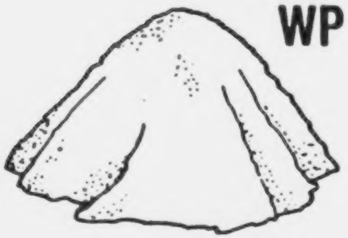
Directions: Below are pictures showing forms that pesticides/herbicides can come in. On the line next to each picture, write the word from the list for the form pictured.



1. ____________



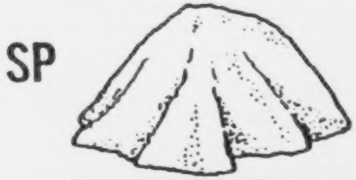
2. ____________



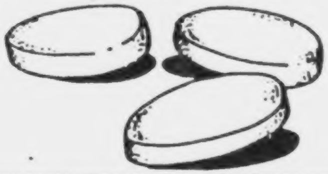
3. ____________

WETTABLE POWDER
PELLETS
SOLUBLE POWDER
DUST
GRANULES

4. ____________



5. ____________



LEARNING ACTIVITY 4.1.2 DATE ____________

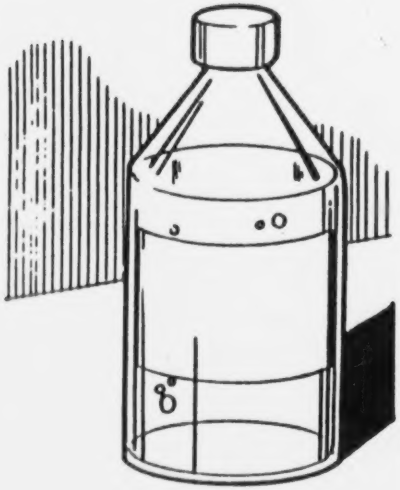
GROUNDS MAINTENANCE

Directions: Below are pictures showing the forms that pesticides/herbicides can come in. On the line next to each picture, write the word from the list, for the form pictured.

AEROSOL

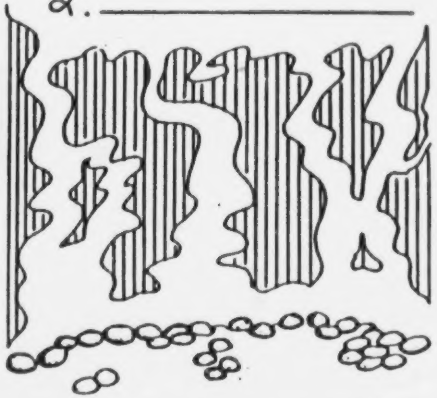
FUMIGANT

LIQUID

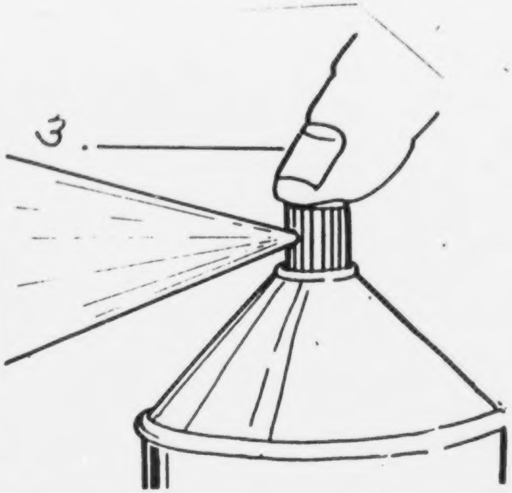


1. ____________

2. ____________



3. ____________



LEARNING ACTIVITY 4.2 DATE

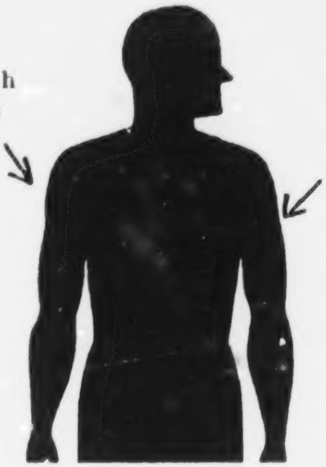
GROUNDS MAINTENANCE

Task: Understanding safety

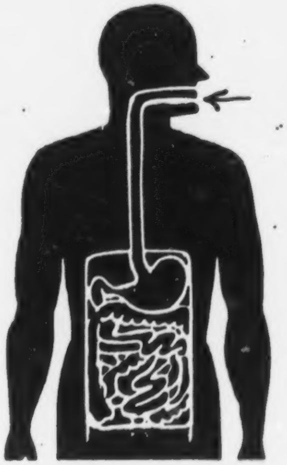
Skill Objective: Students will be able to state the 3 ways pesticides can enter the body.

Directions:
Match the number of the picture with the word that designates that route of entry.

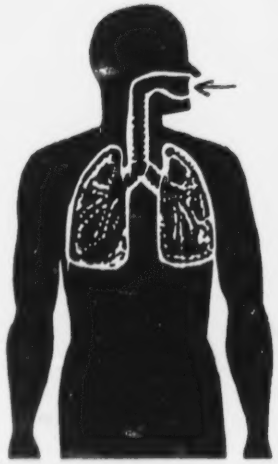
1.



2.



3.



____ a. RESPIRATORY

____ b. SKIN

____ c. ORAL

ACTIVITY 4.3 DATE

GROUNDS MAINTENANCE

Task: Understanding safety

Skill Objective: The students will be able to name and label protective articles of clothing.

Materials: Worksheet

Evaluation: Post Test

Directions: Below are items of protective clothing that should be worn when using pesticides and herbicides. Match the numbers of the items on the right, with their names on the left. Write the number on the line next to its name.

____ a. HAT

____ b. COVERALLS

____ c. GOGGLES

____ d. BOOTS

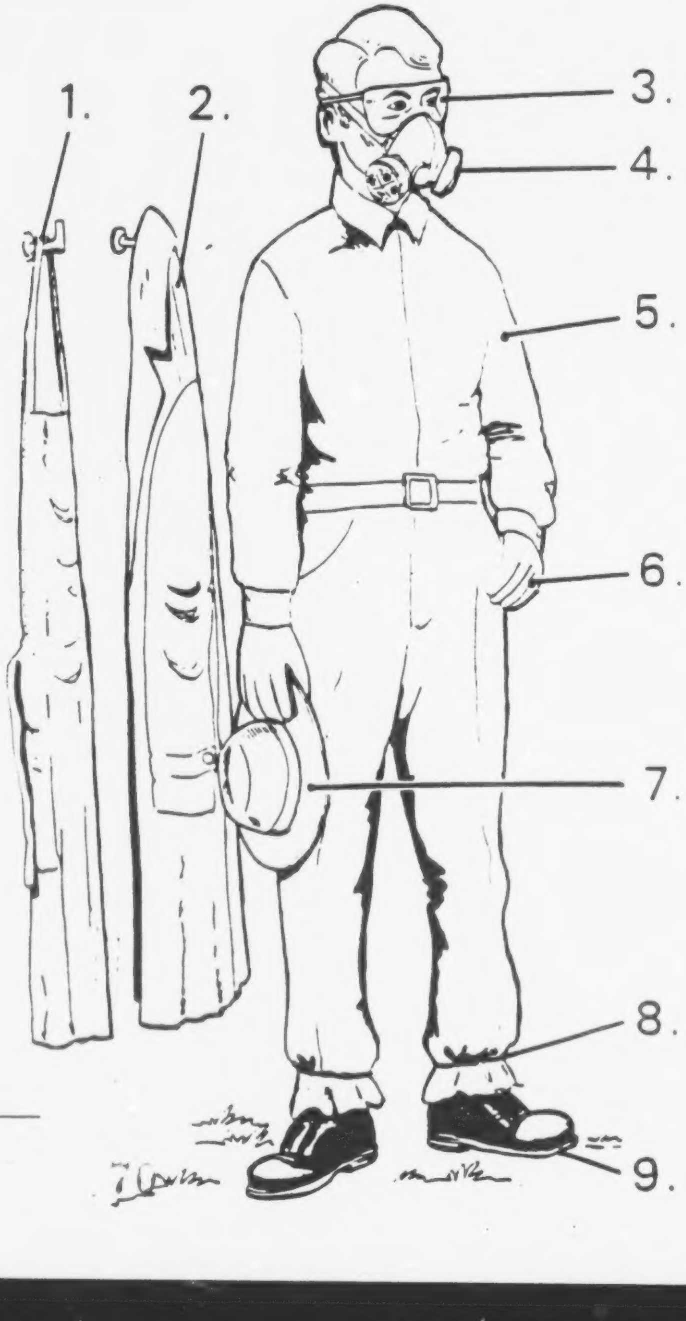
____ e. RESPIRATOR

____ d. RUBBER-BAND ON ANKLES

____ g. LIQUID-PROOF APRON

____ h. RAINCOAT

____ i. GLOVES



POST TEST 4 DATE ____________

GROUNDS MAINTENANCE

Task: Understanding Safety Rules (Pesticides/Herbicides)

Skill Objective: The students will be able to correctly identify characteristics about pesticides and herbicides, as well as read and locate vital safety information on a pesticide label.

Circle the letter of the correct answer.

1. Chemicals that are used to destroy, prevent or control insects, mice, etc...are called.
   A. fungicides
   B. pesticides
   C. herbicides
   D. none of the above

2. Pesticides and herbicides are available in
   A. pellet form
   B. granular form
   C. soluble power
   D. all of the above

3. A chemical that is used to destroy, prevent or control undesirable plant life is called a
   A. fungicide
   B. herbicide
   C. pesticide
   D. none of the above

4. Which way can pesticides/herbicides enter your body and poison you?
   A. through the skin
   B. by swallowing
   C. by breathing
   D. all of the above

5. When handling pesticides/herbicides, which should you do?
   A. wear sunglasses
   B. wear long-sleeved coveralls and a respirator
   C. never wear a hat
   D. wear steel shoes

PRE TEST 5 DATE ______________
GROUNDS MAINTENANCE

Task: Understanding Safety Rules (Pesticides/Herbicides)

Skill Objective: The students will be able to read and identify the information given on a pesticide label, then in complete sentences answer questions about the product described on the label.

Look at the attached pesticide label, then answer the following questions concerning the information given on the label.

1. What is the brand name of this product?

   ____

2. What is the common name of this product?

   ____

3. What does the re-entry statement say?

   ____

4. In what form does this product come?

   ____

5. What is the signal word?

   ____

6. What is the name of the company that makes this product?

   ____

7. How do you use this product?

   ____

8. Is this product possibly harmful to the environment?

   ____

9. What should you do if this pesticide gets into your eyes?

   ____

10. What is the net contents of this package?

    ____

ACTIVITY 5.1 **DATE** ____________

GROUNDS MAINTENANCE

Task: Understanding Safety Rules (Pesticides/Herbicides)

Skill Objective: The students will be able to answer questions about the information given on a pesticide label after they have read the attached information on how to read a pesticide label, and what each part of the label means.

Materials: Worksheet, Information on how to read a label, Actual herbicide label from Dow Chemical Company. (Label supplied by Dow Chemical Company)

Evaluation: Post Test

Directions: Read the attached information sheet on how to read and understand a pesticide/herbicide label from Dow Chemical Company, and answer the following questions concerning that label.

1. What is the brand name of this product? ____________
2. What is the common name of this product? ____________
3. What is the signal word for this product? ____________
4. What is the name of the company that makes this product?

   ____
5. Is this product possibly harmful to the environment?

   ____
6. In what form does this product come? ____________
7. What should you do if this product gets on your skin?

   ____
8. What is the size of the container that this product comes in? (Example: pint, quart, etc.) ____________
9. What is this herbicide used for? ____________

   ____
10. Is there a re-entry statement for this product? ____________

ACTIVITY 5.1.1 **DATE** __________

GROUNDS MAINTENANCE

Information on How to Read a Pesticide/Herbicide Label

There are 10 main parts of a pesticide/herbicide label that you should be concerned with.

The first part is the names that the product is known by.

A. There is a BRAND name for the product. This is the trade name given to the product by a particular chemical company. The BRAND name is usually indicated by the letter R in a circle.

B. The next name is the COMMON name for the product. This name is the general purpose name given to that chemical. This name usually appears in small letters in the same area as the TRADE name.

On your example, the TRADE and COMMON names are colored in blue.

It is important that you take note of these two names. In case medical treatment is required for poisoning, the doctor can be told exactly what type of chemical is involved.

The purpose for using the product should be stated on the label too. For example: "A surface applied herbicide for control of annual grasses and broadleaf weeds."

The "signal" should appear in large, dark letters on the label as well. The signal word gives a warning as to how poisonous the chemical is. Words such as "danger" and "caution" are signal words you should look for. "Danger" would mean an extremely strong warning, while "caution" would not be as strong a warning. (On your label, the signal word is colored in orange.)

Net content tells how much of the product is contained in the container. Powders, granules, and pellets usually comes in bags and are given weights in lbs. (pounds) and oz. (ounces). Liquids come in bottles, and their weights are marked in pts. (pints), qts. (quarts), or fl. oz. (fluid ounces).

The net contents or the way in which the product comes (lbs., fl. oz., qt., etc.) is circled on your label in purple.

Remember! Powders, granules, pellets, and dusts come in bags, and are weighed by oz. (ounces) or lbs. (pounds). Liquids come in bottles and are weighed by fl. oz. (fluid ounces), pts. (pints) or qts. (quarts).

Information on How to Read a Pesticide/Herbicide Label

The formulation of a product may be presented on the label. The label may tell you that the product is a wp-wettable powder, sp-soluble powder, dust, granule, liquid, or pellet if no formulation is given, then look to see what type of container is used for the product. Remember dry forms such as powders, dusts, granules and pellets come in bags and are weighed in pounds and ounces. Liquids come in bottles and are weighed by pints, quarts, or fluid ounces.

The precautionary statement is very, very important. The precautionary statement tells if the product is bad for humans, animals and the environment, how to store or dispose of the product, and first aid treatments if the product is swallowed, etc. The precautionary statement is on the back of this particular label.

The re-entry statement is a brief sentence telling how long people and animals must be kept out of the area after the herbicide or pesticide has been applied.

Lastly, the name and address of the company that made the chemical will be on the label, near the bottom.

POST TEST 5 DATE ____________
GROUNDS MAINTENANCE

Task: Understanding Safety Rules (Pesticides/Herbicides)

Skill Objective: The students will be able to read and identify the information given on a pesticide label, then in complete sentences answer questions about the product described on the label.

Look at the attached pesticide label, then answer the following questions concerning the information given on the label.

1. What is the brand name of this product?

   ____

2. What is the common name of this product?

   ____

3. What does the re-entry statement say?

   ____

4. In what form does this product come?

   ____

5. What is the signal word?

   ____

6. What is the name of the company that makes this product?

   ____

7. How do you use this product?

   ____

8. Is this product possibly harmful to the environment?

   ____

9. What should you do if this pesticide gets into your eyes?

   ____

10. What is the net contents of this package?

    ____

PRE TEST 6 DATE ____

GROUNDS MAINTENANCE

Task: Read and Comprehend Directions for the Safe Use and Servicing of Machinery

Skill Objective: The students will check off items that pertain to the daily maintenance and servicing of lawn equipment.

Directions: Place an X next to the sentences that describe daily servicing procedures of lawn equipment.

____ Wash and wax body of mower

____ Grease all grease fittings

____ Sharpen mower blades

____ Fuel up

____ Clean air filter on mower

____ Paint underbody of mower with rust preventative

____ Check oil

____ Wash grass off mower when finished for the day

____ Replace sparkplug

____ Tighten brakes

LEARNING ACTIVITY 6.1 **DATE** ____________

GROUNDS MAINTENANCE

Task: Read and Comprehend Directions for the Safe Use and Servicing of Machinery

Skill Objective: The students will be able to check off items that pertain to the daily maintenance of lawn equipment.

Materials: Grenelefe Landscape Maintenance Sheet, Worksheet

Evaluation: Post Test

Directions: Read the information about daily maintenance of equipment, then put an X next to each sentence that describes what should be done to lawn equipment each day.

_____ Give mower a new coat of paint

_____ Fuel up

_____ Grease all grease fittings

_____ Sharpen mower blades

_____ Check oil

_____ Wash grass off mower

_____ Clean air filter

_____ Tighten brakes

_____ Replace sparkplug

ACTIVITY 6.2 DATE

GROUNDS MAINTENANCE

Task: Read and Comprehend Directions for the Safe Use and Servicing of Machinery

Skill Objective: The students will question one another with flash cards written with one or two word phrases that deal with daily maintenance of lawn equipment.

Materials: Worksheet, Flash cards

Evaluation: Post Test

Directions: Work in groups of two. Each person will take turns holding up flash cards printed with words dealing with daily equipment maintenance. The person being questioned will answer "yes" or "no" in response to being shown the cards.

The flash cards are imprinted with the following phrases:

fuel up

wash off grass

tighten brakes

grease fittings

clean air filter

paint mower

check oil

sharpen blades

PRE TEST 7 **DATE** ____________________

GROUNDS MAINTENANCE

Task: Effective Oral Communication

Skill Objective: The students will be able to recognize and use appropriate conversational English with guests.

Directions: Circle the sentences that describe how you should greet and treat the guests at Grenelefe that you may come in contact with.

> "I'm sorry, but you can't play golf. I have to mow!"
>
> "Welcome to Grenelefe."
>
> "Please be careful. That area was sprayed with a pesticide yesterday."
>
> "I don't have time to find out when the golf school is open!"
>
> "I'm sorry that you're unable to play golf here today, but the West Course is open. Why don't you try there?"

POST TEST 6 **DATE** ____________

GROUNDS MAINTENANCE

Task: Read and Comprehend Directions for the Safe Use and Servicing of Machinery

Skill Objective: The students will check off items that pertain to the daily maintenance and servicing of lawn equipment.

Directions: Place an X next to the sentences that describe daily servicing procedures of lawn equipment.

____ Wash and wax body of mower

____ Grease all grease fittings

____ Sharpen mower blades

____ Fuel up

____ Clean air filter on mower

____ Paint underbody of mower with rust preventative

____ Check oil

____ Wash grass off mower when finished for the day

____ Replace sparkplug

____ Tighten brakes

LEARNING ACTIVITY 7.1 **DATE** ____________

GROUNDS MAINTENANCE

Task: Effective Oral Communication (Guest Relations)

Skill Objective: In Part 1, the students will circle the sentences that show how guests at Grenelefe should be greeted and treated. In Part 2, each student will take turns speaking each correct sentence. They will tape record themselves in order to listen and critique themselves.

Materials: Worksheet, Tape recorder

Evaluation: Post Test

Directions: Circle the sentences that describe how you should greet and treat guests at Grenelefe that you may meet.

"Hey get off the course. I'm not done yet!"

"I'm sorry, but we just sprayed with an herbicide, and it's too early for people to use this area. The west course is open. Why don't you try there?"

"Welcome to Grenelefe."

"I don't have the time to help you. Go ask someone else."

"Look what your golf club did to the putting green!"

"I'll be glad to find out when the golf school is open."

POST TEST 7 DATE ____________
GROUNDS MAINTENANCE

Task: Effective Oral Communication

Skill Objective: The students will be able to recognize and use appropriate conversational English with guests.

Directions: Circle the sentences that describe how you should greet and treat the guests at Grenelefe that you may come in contact with.

"I'm sorry, but you can't play golf. I have to mow!"

"Welcome to Grenelefe."

"Please be careful. That area was sprayed with a pesticide yesterday."

"I don't have time to find out when the golf school is open!"

"I'm sorry that you're unable to play golf here today, but the West Course is open. Why don't you try there?"

LANDSCAPE MAINTENANCE
MOWER OPERATOR ORIENTATION AND TRAINING

- discuss procedures as outlined in operators manual ______
- watch video tape on Toro rotary mowers ______
- orientation of mowers and proper operating procedures ______
- discuss safety precautions to include, but not limited to:
    - do not raise deck while blades are on ______
    - do not get off mower while machine is running ______
    - do not unclog mower while running ______
    - use caution when stopping while deck is raised ______
    - when in trouble turn machine off ______
- proper mowing procedures and chalkboard talk:
    - do not blow grass in roads or flowerbeds ______
    - do not make sharp turns on grass ______
    - watch for uneven mowing patterns ______
- trial run in lower parking lot ______
- check out in field on mowing lawns ______
- using mower to blow off roads ______
- servicing equipment daily:
    - grease all grease fittings ______
    - make sure grease fittings take grease ______
    - clean grease fittings ______
    - clean filter screen behind seat ______
    - clean air filter with air hose ______
    - fuel up every day ______
    - wash grass off mower ______
    - check oil daily ______

Employee (print name) ______________________________

Employee signature ______________________ Date __________

Department Manager signature ________________ Date __________

PRE TEST 8 DATE

GROUNDS MAINTENANCE

Task: Giving directions to guests

Skill Objective: The students will be able to read a map of Grenelefe, and give directions to guests.

Directions: On a separate piece of paper, number from 1-5, and answer the following questions based on the attached map of Grenelefe.

1. What are the two state roads that border and divide the Grenelefe Resort and Conference Center?
2. Name the drive a guest would use to go from the Resort Center to the West Course Clubhouse.
3. A guest in Condo #237 would like to go to the Tennis Village. How would you direct them to go there?
4. A guest in condo #326 would like to go to the Golf Studio. How would you direct them to go there?
5. A guest in Condo #211 would like information on purchasing real estate at Grenelefe. Where would you direct them to go, and how would you tell them to get there?

LEARNING ACTIVITY 8.1 DATE ________________

GROUNDS MAINTENANCE

Task: Giving directions to guests

Skill Objective: The students will be able to identify the locations of 5 major areas at Grenelefe Resort and answer questions as to how to get to each area.

Materials: Grenelefe Map, Worksheet

Evaluation: Post Test

Directions: Look at your map of Grenelefe. Using the information from your map, fill in the blanks below.

1. You are located at the West Course Clubhouse, when a guest asks you how they may go from there to Burnway Pavilion.

   You answer:

   "Go to the end of this drive. Then turn ________________ onto ________________. Once you pass the ________________, Burnway Pavilion will be on your ________________."

2. You are located at the Resort Center. A guest asks you where all the swimming pools at Grenelefe are located.

   You answer:

   "There are swimming pools here at the ________________ ________________, at ________________, and one more at ________________."

3. You are located at the West course Clubhouse when a guest asks you how to get to the Tennis Shop.

   You answer:

   "Go out this road to State Road #__________. Go ________________ ________________ State Road # __________. Once on the other side, the road will split into two parts. The road on the left will be ________________. The road that goes straight ahead will be ________________. Turn ________________ onto ________________, and follow that road straight to the Tennis Village. The Tennis Shop is contained within the Tennis Village."

LEARNING ACTIVITY 8.2 DATE

GROUNDS MAINTENANCE

Task: Oral communication (giving directions to guests)

Skill Objective: The students will orally practice the sentences they completed in Part 1 of this activity (#). They will be tape recorded so they may criticize themselves.

Materials: Worksheet, (Part 1, Activity #), Tape recorder/cassette tape

Evaluation: Post Test

Directions: Use the sentences that you just completed in part one of this activity (#). In one large group, each person will have the opportunity to orally practice the sentences and will be recorded.

POST TEST 8 DATE

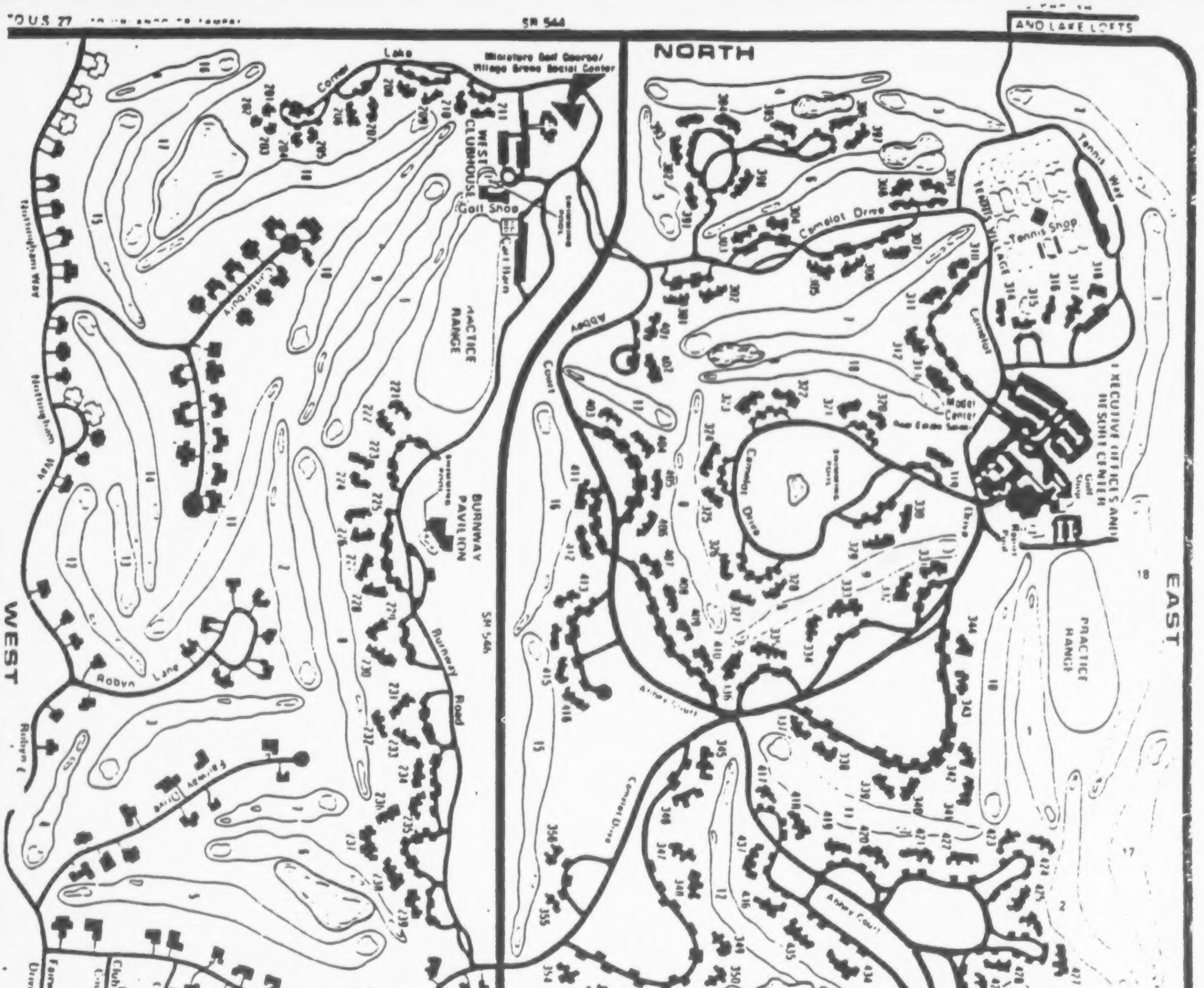
GROUNDS MAINTENANCE

Task: Giving directions to guests

Skill Objective: The students will be able to read a map of Grenelefe, and give directions to guests.

Directions: On a separate piece of paper, number from 1-5, and answer the following questions based on the attached map of Grenelefe.

1. What are the two state roads that border and divide the Grenelefe Resort and Conference Center?
2. Name the drive a guest would use to go from the Resort Center to the West Course Clubhouse.
3. A guest in Condo #237 would like to go to the Tennis Village. How would you direct them to go there?
4. A guest in condo #326 would like to go to the Golf Studio. How would you direct them to go there?
5. A guest in Condo #211 would like information on purchasing real estate at Grenelefe. Where would you direct them to go, and how would you tell them to get there?


TO U.S. 27
SR 544
AND LAKE LOFTS
NORTH
Lake
Miniature Golf Course/ Village Green Social Center
WEST CLUBHOUSE
Golf Shop
Cart Barn
PRACTICE RANGE
Camelot Drive
Tennis Way
Tennis Shop
TENNIS VILLAGE
EXECUTIVE OFFICES AND RESORT CENTER
Model Center
Camelot Drive
Abbey Court
Camelot Drive
BURNWAY PAVILION
Burnway Road
SR 544
WEST
Robyn Lane
Arrowhead Lane
Fairway Drive
Club Court
Ram Court
Arrow Court
EAST
PRACTICE RANGE
SOUTH
ALL LAKE LOFT AREA UNIT NUMBERS HAVE PREFIX 20 (SEE UPPER RIGHT)
To U.S. 27 (TO CYPRESS GARDENS)
TO SR 547

54B-1-80

DAILY WORK SHEET

DATE: ______________________ CREW: ______________________

LOCATION	TIME IN	TIME OUT	COMMENTS:

54B-1/80

LANDSCAPE MAINTENANCE

WEEKEND CLEAN UP SCHEDULE

PERSONNEL & VILLAGE GRENE

_____ blow off sidewalks

_____ pick up paper

_____ check garbage cans and ashtrays

_____ blow off putt-putt

TENNIS COURTS

_____ blow off sidewalks

_____ pick up garbage

_____ clean ashtrays

_____ pick up paper and debris

MARINA

_____ pick up trash and debris

REAL ESTATE

_____ blow off and clean up parking areas and deck

Pest	Location and Plant
Aphids	
Mealy Bugs	
Mites (Spider)	
Scales	
White Flies	
Worms	
Lace Bugs	
Fungus	

LANDSCAPE MAINTENANCE
RESORT CENTER PLANT WATERING SCHEDULE

WATER HOSE
1. pool deck _____

BIG TANK
1. Camelot patio _____
2. lobby - inside and outside _____
3. conference center foyer _____
4. conference center courtyard _____
5. Grand Ballroom foyer _____
6. Executive Office lobby _____

SMALL TANK
1. Grene Heron _____
2. Lancelot _____

5 GALLON BUCKET
1. Camelot hallway _____
2. Mr. Brumfield's office _____
3. Mr. Leidermann's office _____
4. Mr. Cobian's office _____
5. Terry Machamer's office _____
6. reception area of Mr. Leidermann's & Mr. Cobian's offices _____
7. President's office _____
8. Mr. Benjamin's office _____
9. Real Estate office _____
10. Tennis Court Pro Shop _____
11. Personnel office _____
12. Village Grene office _____
13. West Clubhouse - Forest Pub _____

COMMENTS: ____________________

____

____

SIGNATURE: ____________________ DATE: ____________________

54B-1/84

LANDSCAPE MAINTENANCE
MOWER OPERATOR ORIENTATION AND TRAINING

discuss procedures as outlined in operators manual ______

watch video tape on Toro rotary mowers ______

orientation of mowers and proper operating procedures ______

discuss safety precautions to include, but not limited to:

- do not raise deck while blades are on ______
- do not get off mower while machine is running ______
- do not unclog mower while machine is running ______
- use caution when stopping while deck is raised ______
- when in trouble turn machine off ______

proper mowing procedures and chalkboard talk:

- do not blow grass in roads or flowerbeds ______
- do not make sharp turns on grass ______
- watch for uneven mowing patterns ______

trial run in lower parking lot ______

check out in field on mowing lawns ______

using mower to blow off roads ______

servicing equipment daily:

- grease all grease fittings ______
- make sure grease fittings take grease ______
- clean grease fittings ______
- clean filter screen behind seat ______
- clean air filter with air hose ______
- fuel up every day ______
- wash grass off mower ______
- check oil daily ______

Employee (print name) ________________________________

Employee signature ______________________ Date __________

Department Manager signature ______________ Date __________

54B-1/85

SUPERVISOR'S
ACTIVITY REPORT

Date: ____________________ Vehicle no.: ______________________________

Supervisor's Signature: __________________________________

Time Started	Time Ended	Location	Remarks

EMPLOYEE NAME ______________________________ DATE ________________

Read grounds maintenance rules and policies manual ____
Sign back of manual ____
Sign in and out sheet ____
Emergency information form ____
Review chain of command ____

DISCUSSED:
Probationary period (3 months) ____
Signing/clocking in and out ____
Schedule locations ____
Overtime policy and procedure ____
Employee safety/communications bulletin board ____
Entering and exiting property ____
Lockers ____
Paydays ____
Lunch/breaks (times/locations) ____
Safety procedures ____
Accident reporting ____
Emergency procedures ____
Standards and conduct ____
Communication to employee form ____
Lost/found ____
Absence/tardy call in procedures ____
Absence reports ____
Performance evaluation/salary increases ____
Sick leave policy ____
Complaint or grievance procedure ____
Uniforms ____
Certification program and stickers ____
Florida right-to-know law ____
    *reviewed category ____
Employee of the month ____
Perfect attendance awards ____
Superstar program ____
I have an idea ____
Equipment inventory system ____
Fuel procedures ____
Parts check out procedures ____
Tour of maintenance facilities ____

I have explained all of the above to the employee.

____

I acknowledge that all the above have been explained to me.

____

NOTE: Material Safety Data Sheets are available for review at any time, see your supervisor or Maintenance Coordinator.

PERSONNEL INFORMATION SHEET
GROUNDS MAINTENANCE

EMPLOYEE NAME: ______________________________

ADDRESS: ______________________________
____

DATE OF BIRTH: ______________________________

PHONE #: ______________

DRIVERS LICENSE #: ______________

STATE ISSUED IN: __________ EXPIRATION DATE: ________

PERSON TO CONTACT: ______________________________

RELATIONSHIP ______________________________

STREET ADDRESS ______________________________
____

HOME PHONE # __________

BUSINESS PHONE # __________

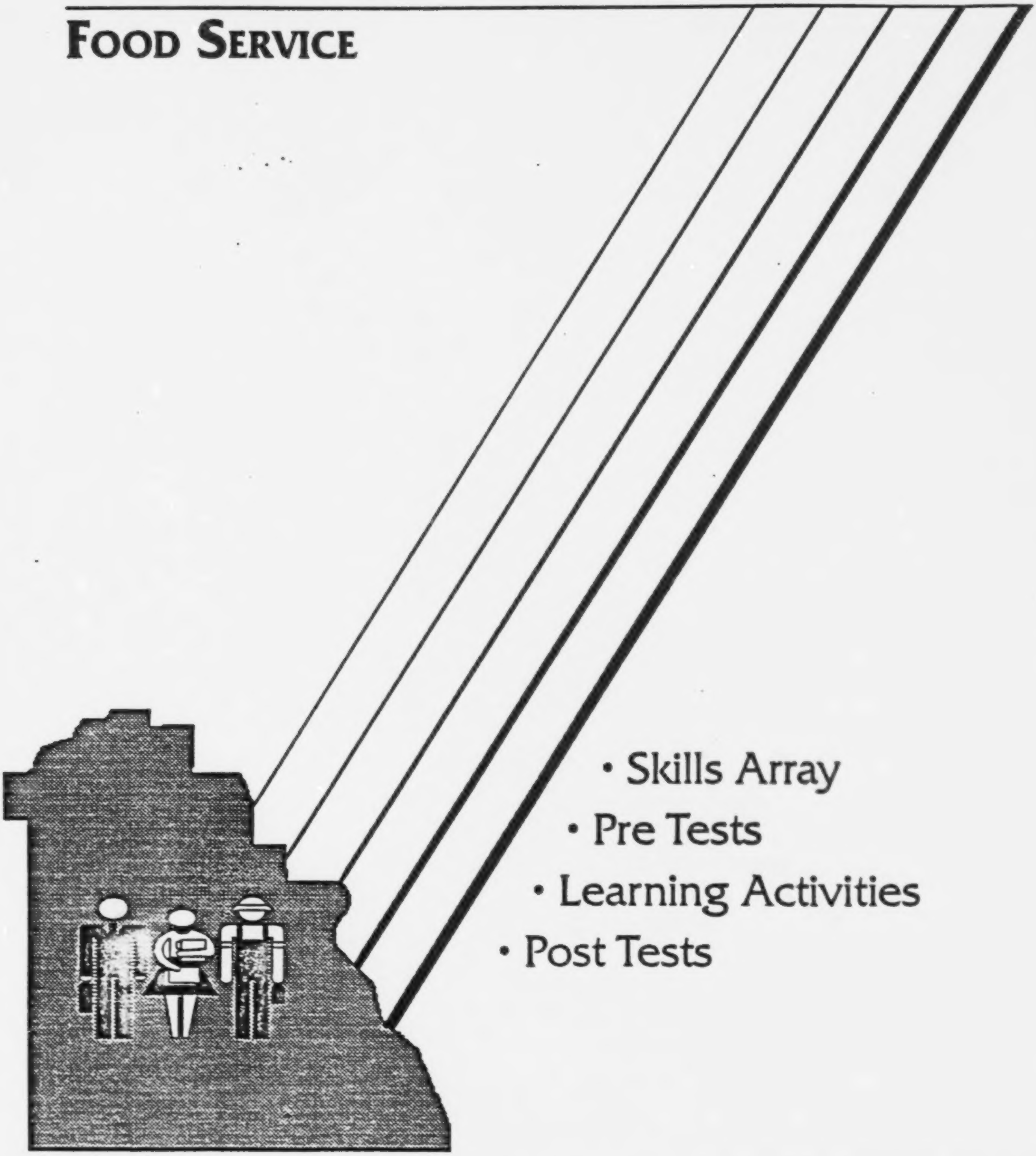
ALLERGIES: ______________________________
____

MEDICATION: ______________________________
____

OTHER INFORMATION: ______________________________
____

WORKFORCE EDUCATION

FOOD SERVICE



- Skills Array
- Pre Tests
- Learning Activities
- Post Tests

A. Job Related Vocabulary

  1.0 Foreign Language Food and Service Terms (A-E)

  2.0 Foreign Language Food and Service Terms (F-Z)

  3.0 Cooking Instructions for Meat & Eggs

  4.0 Types of Wines

B. Following Written Directions

  5.1 Loading A Tray

  6.1 Understanding Safety Rules

  7.1 Types of Guests

  8.0 Wine Service

  9.2 General Service Rules

C. Effective Oral Communication

  5.2 Loading A Tray

  6.2 Understanding Safety Rules

  9.1 General Service Rules

  10.0 Good Service Sales Techniques

PRE TEST 1 **DATE** ____________

FOOD SERVICE

Task: Job Related Vocabulary (Part I - 10 terms)

Skill Objective: The students will demonstrate their knowledge of food and service terms derived from foreign languages, but commonly used in the restaurant industry.

Directions: Fill in the blanks using the words provided below.

A La Carte   A La Mode   Antipasto   Bisque

Bouillabaisse   Cacciatore   Cafe Au Lait   Canape

Crepe Suzette   Escargot

1. ____________________ describes several varieties of fish fixed as a stew.
2. A ____________________ is a small piece of toast or bread spread with creamy foods and served as an appetizer.
3. Coffee served with hot milk is called ____________________.
4. A ____________________ is a thin, fried pancake rolled and served with a flaming liqueur sauce.
5. ____________________ is the French word for snail.
6. Meat, especially chicken served with a wine sauce containing tomatoes, onions, garlic and other herbs is called ______________.
7. ____________________ refers to a dessert served with a topping of ice cream.
8. ____________________ is an Italian appetizer which includes raw vegetables, fish, meat and salami.
9. ____________________ is a rich, creamy soup made with fish.
10. When food is prepared as ordered or on the bill of fare, it is said to be ____________________.

LEARNING ACTIVITY 1.1 DATE ____________

FOOD SERVICE

Task: Understanding Job Related Vocabulary

Skill Objective: Using the glossary of terms for Grenelefe food service employees, the students will be able to match the vocabulary words on left, with their definitions on the right.

Materials: Grenelefe glossary of terms, Worksheet

Evaluation: Post Test

Directions: Use the glossary of terms to match the vocabulary words on the left, with their definitions on the right.

_____ a la carte

_____ a la mode

_____ antipasto

_____ bisque

_____ bouillabaisse

_____ cacciatore

_____ cafe au lait

_____ canape

_____ crepe suzette

_____ escargot

A. An Italian appetizer made of fish, vegetables, meat, and salami.

B. A small piece of toast, spread with creamy foods. Served as an appetizer.

C. A thin, fried pancake rolled, and served in a flaming liqueur sauce.

D. Meat, especially chicken, served in a wine sauce with tomatoes, onions, garlic, and other herbs.

E. A rich, creamy soup made of fish.

F. A topping of ice cream on a dessert.

G. When food is prepared as ordered, or on the bill of fare.

H. French word for snail.

I. Coffee served with hot milk.

J. Fish mixed in a stew.

Task: Understanding Job Related Vocabulary

Skill Objective: The students will demonstrate their knowledge of the food terms from Part 1 by participating in a role playing restaurant scene.

Materials: Flash cards (vocabulary word on one side, definition on the other), Worksheet

Evaluation: Post Test

Directions: Work in groups of three. One person will play the role of the waiter or waitress. The other two people will play the roles of dinner guests. The waiter/waitress is to ask each guest what they would like to order. Each person playing a guest will have several flash cards with the vocabulary words/definitions on them. They will ask the person playing the waiter to explain what each term means. (The "guests" may help the "waiter/waitress" with explaining the definitions.) Each person in the group must have a turn playing the waiter or waitress.

Example:

Waiter: Are you ready to order, sir?

Guest: Yes, I'd like to possibly order ESCARGOT. What is that?

Waiter: Well sir, ESCARGOT is the French word for snail. Our snails are cooked to perfection. Would you like some sir?

POST TEST 1 **DATE** __________
FOOD SERVICE

Task: Job Related Vocabulary (Part I - 10 terms)

Skill Objective: The students will demonstrate their knowledge of food and service terms derived from foreign languages, but commonly used in the restaurant industry.

Directions: Fill in the blanks using the words provided below.

A La Carte
A La Mode
Antipasto
Bisque
Bouillabaisse
Cacciatore
Cafe Au Lait
Canape
Crepe Suzette
Escargot

1. __________ describes several varieties of fish fixed as a stew.
2. A __________ is a small piece of toast or bread spread with creamy foods and served as an appetizer.
3. Coffee served with hot milk is called __________.
4. A __________ is a thin, fried pancake rolled and served with a flaming liqueur sauce.
5. __________ is the French word for snail.
6. Meat, especially chicken served with a wine sauce containing tomatoes, onions, garlic and other herbs is called __________.
7. __________ refers to a dessert served with a topping of ice cream.
8. __________ is an Italian appetizer which includes raw vegetables, fish, meat and salami.
9. __________ is a rich, creamy soup made with fish.
10. When food is prepared as ordered or on the bill of fare, it is said to be __________.

PRE TEST 2 **DATE** ____________

FOOD SERVICE

Task: Job Related Vocabulary (Part I - 10 terms)

Skill Objective: The students will demonstrate their knowledge of food and service terms derived from foreign languages, but commonly used in the restaurant industry.

Directions: Fill in the blanks using the words provided below.

Filet Mignon Fondue Hollandaise Hors D'Oeuvres Mocha

Julienne Pilaf Saute Souffle Vinaigrette

1. ____________________ is a dressing made with oil, vinegar, and herbs.
2. ____________________ style describes foods cut in thin strips.
3. ____________________ describes coffee and chocolate mixed together.
4. A hot cheese and wine mixture used for dipping pieces of crusty bread is called a ____________________
5. ____________________ is the French word for a beef tenderloin.
6. ____________________ is a sauce made with egg yolk, butter, and lemon juice.
7. ____________________ is a method of cooking rice with onion and enough stock to be completely absorbed.
8. ____________________ describes frying with a small amount of fat.
9. ____________________ are small appetizers.
10. A ______________________ is a baked dish made from beaten egg whites combined with egg yolks and various ingredients, such as cheese, spinach, chicken, or chocolate.

LEARNING ACTIVITY 2.1 **DATE** ____________

FOOD SERVICE

Task: Understanding Job Related Vocabulary

Skill Objective: Using the glossary of terms for Grenelefe food service employees, the students will be able to match the vocabulary words on left, with their definitions on the right.

Materials: Grenelefe glossary of terms, Worksheet

Evaluation: Post Test

Directions: Use the glossary of terms to match the vocabulary words on the left, with their definitions on the right.

_____ filet mignon
_____ fondue
_____ hollandaise
_____ hors d'oeuvres
_____ mocha
_____ julienne
_____ pilaf
_____ saute
_____ souffle
_____ vinaigrette

A. Small appetizers.
B. Sauce made with egg yolk, butter and lemon juice.
C. Frying with a small amount of fat.
D. French word for beef tenderloin.
E. Style of cutting food into thin strips.
F. Term for coffee and chocolate mixed together.
G. Method of cooking rice with onion and soup stock.
H. A baked dish made from beaten egg whites combined with egg yolks and other foods such as cheese, meat, spinach, etc.
I. Hot cheese and wine mixture used for dipping pieces of bread.
J. A dressing made of oil, herbs and vinegar.

LEARNING ACTIVITY 2.2 DATE

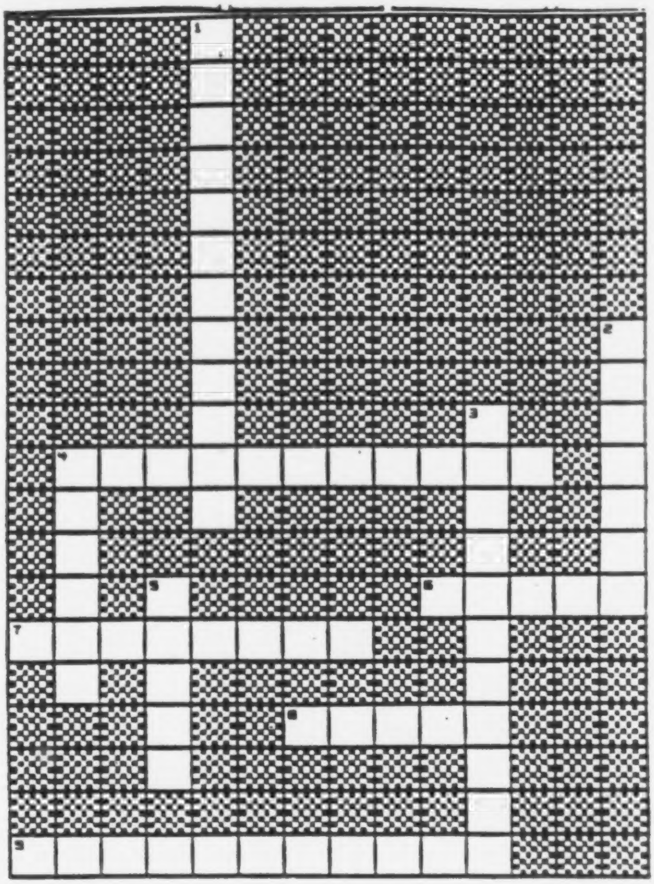
FOOD SERVICE

Task: Understanding Job Related Vocabulary.

Skill Objective: The students, using the vocabulary terms from Part 1 of this activity, will be able to complete the crossword puzzle below.

Materials: Worksheet from Part 1, Worksheet from Part 2

Evaluation: Post Test



ACROSS CLUES

4. French word for beef tenderloin
6. Frying with a small amount of fat
7. Foods cut into thin strips
8. Coffee and chocolate mixed together
9. A dressing made of oil, vinegar, and herbs

DOWN CLUES

1. Small appetizers
2. A baked dish made of egg whites, yolks and other foods such as spinach, cheese or meat
3. A sauce made of egg yolks, butter, and lemon juice
4. A hot cheese and wine mixture used for dipping crusty bread
5. A method of cooking rice in meat stock and onion

POST TEST 2 **DATE** ____________________

FOOD SERVICE

Task: Job Related Vocabulary (Part I - 10 words)

Skill Objective: The students will demonstrate their knowledge of food and service terms derived from foreign languages, but commonly used in the restaurant industry.

Directions: Fill in the blanks using the words provided below.

Filet Mignon Fondue Hollandaise Hors D'Oeuvres Mocha

Julienne Pilaf Saute Souffle Vinaigrette

1. ____________________ is a dressing made with oil, vinegar, and herbs.
2. ____________________ style describes foods cut in thin strips.
3. ____________________ describes coffee and chocolate mixed together.
4. A hot cheese and wine mixture used for dipping pieces of crusty bread is called a ____________________
5. ____________________ is the French word for a beef tenderloin.
6. ____________________ is a sauce made with egg yolk, butter, and lemon juice.
7. ____________________ is a method of cooking rice with onion and enough stock to be completely absorbed.
8. ____________________ describes frying with a small amount of fat.
9. ____________________ are small appetizers.
10. A ____________________ is a baked dish made from beaten egg whites combined with egg yolks and various ingredients, such as cheese, spinach, chicken, or chocolate.

PRE TEST 3 **DATE** ________________

FOOD SERVICE

Task: Understanding Job Related Vocabulary (Cooking Instructions)

Skill Objective: The students will be able to identify and write on the line how guests want their meat or eggs cooked.

Directions: Use the words below to write on the line under each sentence how each guest want their food cooked.

Rare
Scrambled
Soft Boiled
Over Easy
Poached
Medium Rare
Well Done
Sunny Side Up
Hard Boiled

1. Mrs. Smith orders a steak cooked thoroughly. How does she want her steak cooked? ______________________________
2. Jimmy likes to eat his eggs all mixed up together, then cooked. How does he like his eggs? __________________________
3. Allan likes his eggs steamed in a special pan over boiling water. He likes his eggs _________________________.
4. Susan likes to eat hamburgers cooked until the meat is just a little red on the inside. She likes her hamburgers ____________
5. Mike likes to eat his eggs cooked in their shell, in water, with the yolk of the egg completely cooked. Mike likes to eat _______ eggs.
6. Nancy orders a steak which is cooked only very little. The outside of the steak is browned, but the inside is very red in color and juicy. Nancy likes her steak cooked _________________.
7. Eric orders eggs turned over one time during frying. He wants his eggs _______________________
8. Marta orders eggs cooked in water, in their shell, but the yolk is very soft. Marta wants a _______________________ egg.
9. A guest wants his eggs cooked right side up in the pan without being flipped over. He wants his eggs cooked _________________.

LEARNING ACTIVITY 3.1 DATE ____________

FOOD SERVICE

Task: Understanding Job Related Vocabulary

Skill Objective: Using the glossary for Grenelefe food service employees, the students will be able to write the correct vocabulary words on the lines in the sentences below.

Materials: Glossary, Worksheet

Evaluation: Post Test

Directions: Use the glossary to locate the words that match definitions #1-9 below. Write the correct word(s) on the line next to its definition.

1. Eggs right side up, not turned over ____________
2. When a steak or hamburger is cooked only very little and the inside is very red ____________
3. Eggs cooked in their shell, with the yolks fully cooked ____________
4. Eggs all mixed up together, then cooked ____________
5. Eggs steamed in a special pan over boiling water ____________
6. Steak or hamburger cooked to where the meat is slightly pink inside ____________
7. Eggs turned over only one time during cooking ____________
8. Eggs cooked in their shell, but the yolk is very soft ____________
9. Steak or hamburger cooked completely, no red or pink color in the meat ____________

FOOD SERVICE

Task: Understanding Job Related Vocabulary (Cooking Instructions)

Skill Objective: The students will demonstrate their knowledge of the food terms from Part 1 by participating in a role playing restaurant scene.

Materials: Flash cards (vocabulary word on one side, definition on the other), Worksheet

Evaluation: Post Test

Directions: Work in groups of three. One person will play the role of the waiter or waitress. The other two people will play the roles of dinner guests. The waiter/waitress is to ask each guest what they would like to order. Each person playing a guest will have several flash cards with the vocabulary words/definitions on them. They will ask the person playing the waiter to explain what each term means. (The "guests" may help the "waiter/waitress" with explaining the definitions.) Each person in the group must have a turn playing the waiter or waitress.

Example:

Waiter: Sir, would you like to order your breakfast now?

Guest: Yes. I think I would like some eggs. What does the term OVER EASY mean?

Waiter: That's when the eggs are turned over only once while they're being cooked. Would you like your eggs cooked OVER EASY, sir?

POST TEST 3 **DATE** ____________________
FOOD SERVICE

Task: Understanding Job Related Vocabulary (Cooking Instructions)

Skill Objective: The students will be able to identify and write on the line how guests want their meat or eggs cooked.

Directions: Use the words below to write on the line under each sentence how each guest want their food cooked.

Rare
Scrambled
Soft Boiled
Over Easy
Poached
Medium Rare
Well Done
Sunny Side Up
Hard Boiled

1. Mrs. Smith orders a steak cooked thoroughly. How does she want her steak cooked? ________________________
2. Jimmy likes to eat his eggs all mixed up together, then cooked. How does he like his eggs? ____________________
3. Allan likes his eggs steamed in a special pan over boiling water. He likes his eggs ____________________.
4. Susan likes to eat hamburgers cooked until the meat is just a little red on the inside. She likes her hamburgers __________
5. Mike likes to eat his eggs cooked in their shell, in water, with the yolk of the egg completely cooked. Mike likes to eat ______ eggs.
6. Nancy orders a steak which is cooked only very little. The outside of the steak is browned, but the inside is very red in color and juicy. Nancy likes her steak cooked ______________.
7. Eric orders eggs turned over one time during frying. He wants his eggs __________________
8. Marta orders eggs cooked in water, in their shell, but the yolk is very soft. Marta wants a __________________ egg.
9. A guest wants his eggs cooked right side up in the pan without being flipped over. He wants his eggs cooked ______________.

PRE TEST 4 **DATE** ____________

FOOD SERVICE

Task: Job Related Vocabulary (Wines)

Skill Objective: The students will demonstrate their knowledge of the types of wines commonly served with meals in restaurants.

Directions: Match the wine description on the right, with its name on the left. Place the letter of the description on the line in front of each name.

____ Cabernet Sauvignon

____ Zinfandel

____ Chardonnay

____ French Colombard

____ Riesling

____ Sauvignon Blanc

____ Chenin Blanc

A. A white wine made in Germany. fruity and sweet--served cold.

B. A white wine from the Loire region of France. Can be very dry to sweet.

C. A white wine produced in the Cognac region used in making brandy. Served cold with fish or poultry.

D. A fine red wine. Served at room temperature, with red meat or cheese.

E. A dry white wine served chilled with seafood or chicken.

F. A white wine used for making champagne. Served chilled with seafood and poultry.

G. A red wine made mostly in California. Served at room temperature with pasta, stew or barbecue.

LEARNING ACTIVITY 4.1 DATE

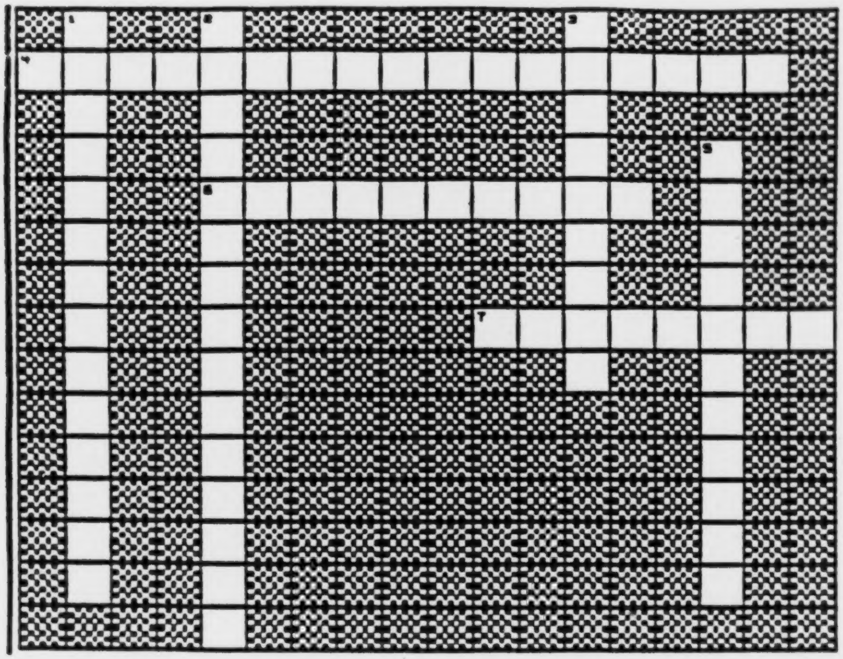
FOOD SERVICE

Task: Understanding Job Related Vocabulary (Wines)

Skill Objective: The students will demonstrate their knowledge of wines by using the wine information booklet provided by Grenelefe, to complete the crossword puzzle below.

Materials: Wine information booklet "Know Your Product", Worksheet.

Evaluation: Post Test



ACROSS CLUES

4. A fine red wine served at room temperature with red meats, lamb, or cheese.
6. A white wine used for making champagne. Served chilled with seafood and poultry.
7. A white wine made in Germany. Fruity and sweet--served cold.

DOWN CLUES

1. A dry, white wine served chilled with seafood or chicken.
2. A white wine used in making brandy.
3. A red wine served at room temperature with pasta, stew, or barbecued foods.
5. A white wine produced in the Loire region of France, it can range from dry to very sweet.

LEARNING ACTIVITY 4.2 **DATE** ____________

FOOD SERVICE

Task: Understanding Job Related Vocabulary (Wines)

Skill Objective: The students will demonstrate their knowledge of wines by answering TRUE or FALSE to the statements below. Each statement deals with a type of wine or general characteristic of wine.

Materials: Worksheet

Evaluation: Post Test

Directions: Below are statements concerning a type of wine or a general characteristic of wine. Write the word TRUE on the line next to each correct statement. Write the word FALSE on the line next to each incorrect statement.

TRUE or FALSE

________ 1. Zinfandel is a white wine.

________ 2. White wine is usually served with white meat(s).

________ 3. Cabernet Sauvignon is a red wine, served at room temperature.

________ 4. Sauvignon Blanc is a red wine, served with stew.

________ 5. Rose wines may be served with ALL types of meat.

________ 6. Riesling wine is a red wine made in Germany.

________ 7. Chardonnay is a white wine used for making champagne.

________ 8. Chenin Blanc is a white wine which is fresh, fruity, and soft. It is served with fresh fruit, cheeses, and cold buffets.

________ 9. French Colombard is white wine used in making brandy.

________ 10. Red wines may be served with ALL types of meat.

POST TEST 4 **DATE** ____________

FOOD SERVICE

Task: Job Related Vocabulary (Wines)

Skill Objective: The students will demonstrate their knowledge of the types of wines commonly served with meals in restaurants.

Directions: Match the wine description on the right, with its name on the left. Place the letter of the description on the line in front of each name.

____ Cabernet Sauvignon

____ Zinfandel

____ Chardonnay

____ French Colombard

____ Riesling

____ Sauvignon Blanc

____ Chenin Blanc

A. A white wine made in Germany. fruity and sweet--served cold.

B. A white wine from the Loire region of France. Can be very dry to sweet.

C. A white wine produced in the Cognac region used in making brandy. Served cold with fish or poultry.

D. A fine red wine. Served at room temperature, with red meat or cheese.

E. A dry white wine served chilled with seafood or chicken.

F. A white wine used for making champagne. Served chilled with seafood and poultry.

G. A red wine made mostly in California. Served at room temperature with pasta, stew or barbecue.

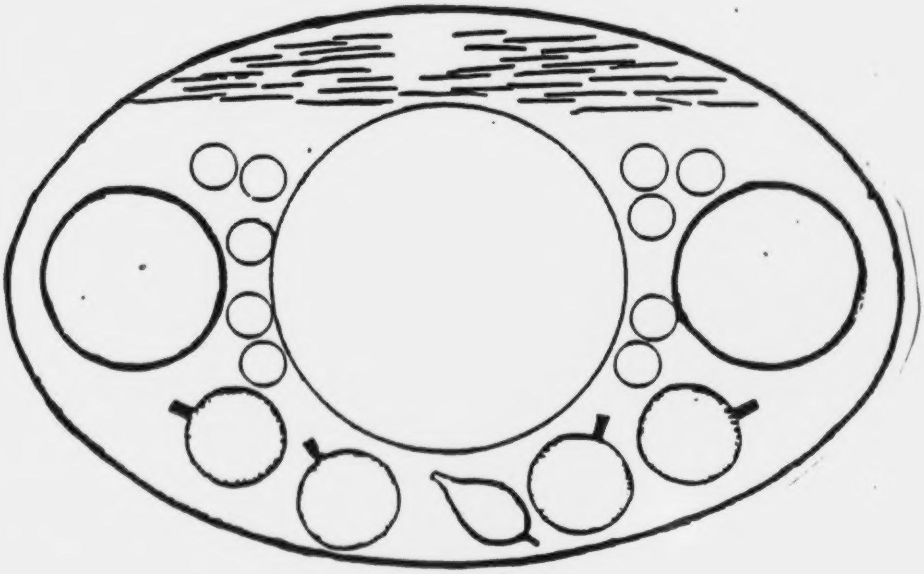
PRE TEST 5 **DATE**

FOOD SERVICE

Task: Following Written Directions (Loading a Tray)

Skill Objective: The students will label the items pictured on the tray. Once the students have successfully completed this test, they will actually demonstrate how to load a tray.

Directions: Look at the tray pictured below. Label the items pictured on the tray with the letter for each item from the word list provided under the picture.



A. Stacked dinner plates

B. Stacked dessert plates

C. Stacked saucers and B & B's

D. Unstacked coffee cups

E. Glasses

F. Silver

G. Goose neck, spout facing in

LEARNING ACTIVITY 5.1 DATE

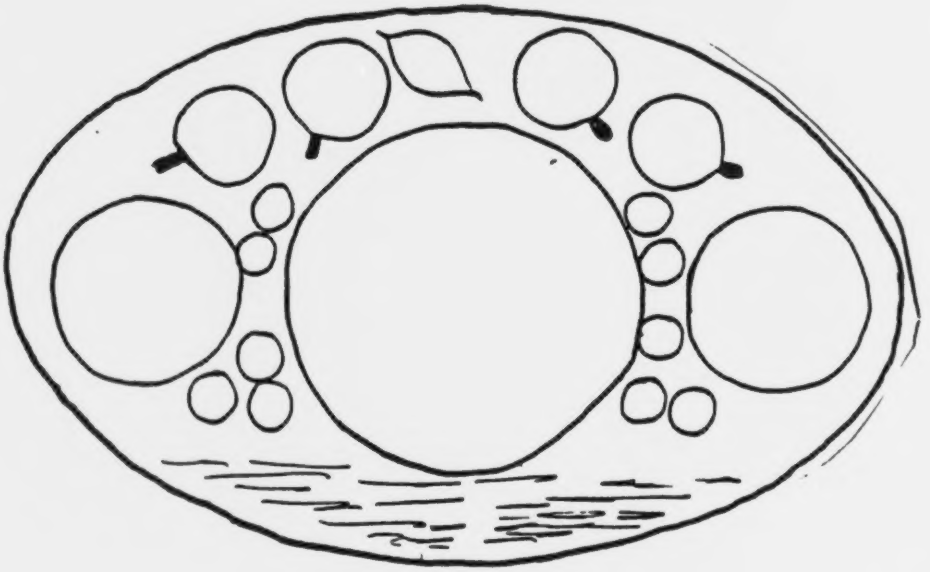
FOOD SERVICE

Task: Following Written Directions (Loading a Tray)

Skill Objective: The students will label the unmarked items on the tray pictured below.

Materials: Information sheet - Loading a Tray, Worksheet

Directions: Look at the sheet labeled Loading a Tray, then label the items on the tray below that have been left blank.



A. Stacked dinner plates

B. Stacked dessert plates

C. Stacked saucers and B & B's

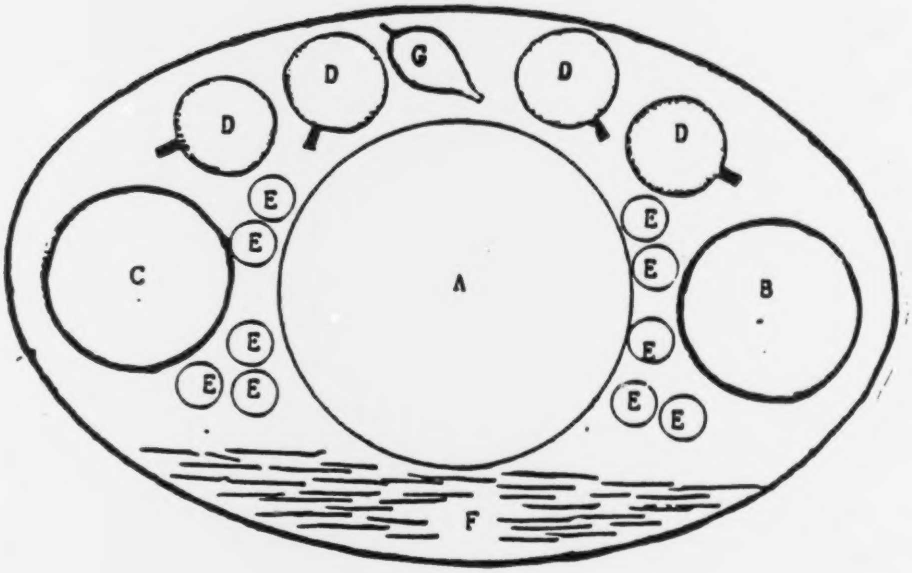
D. Unstacked coffee cups

E. Glasses

F. Silver

G. Goose neck, spout facing in

LOADING A TRAY


D
D
G
D
D
E
E
C
A
B
E
E
E
E
E
E
E
E
E
F

A. Stacked dinner plates

B. Stacked dessert plates

C. Stacked saucers and B & B's

D. Unstacked coffee cups

E. Glasses

F. Silver

G. Goose neck, spout facing in

LEARNING ACTIVITY 5.1 **DATE**

FOOD SERVICE

Task: Effective Oral Communication

Skill Objective: The students will demonstrate that they know what a dinner plate is, a cup is, etc. They will also demonstrate how to load a serving tray with items (dinner plates, cups, saucers, etc.) used to set a table.

Materials: Serving tray, dinner plates, cups, saucers, dessert plates, bread and butter plates, silver, glasses, and a goose neck pourer (creamer).

Evaluation: Post Test

Directions: The instructor will place the tray and all of dinnerware on a table, in no particular order. The instructor will then ask each student to load the tray according to the pattern learned. The instructor may ask the student(s) to begin with the dessert dishes, then the dinner plates, then the saucers and bread and butter dishes, and so on. The students will have to locate the dinnerware items asked for on the table, then load them accordingly on the tray. The students must continue to practice loading the tray until they can locate each dinnerware item requested and load it properly on the tray.

POST TEST 5 DATE ____________________

FOOD SERVICE

Task: Following Written Directions (Loading a Tray)

Skill Objective: The students will label the items pictured on the tray. Once the students have successfully completed this test, they will actually demonstrate how to load a tray.

Directions: Look at the tray pictured below. Label the items pictured on the tray with the letter for each item from the word list provided under the picture.

A. Stacked dinner plates

B. Stacked dessert plates

C. Stacked saucers and B & B's

D. Unstacked coffee cups

E. Glasses

F. Silver

G. Goose neck, spout facing in

PRE TEST 6 **DATE**

FOOD SERVICE

Task: Understanding Safety Rules (Restaurant Safety)

Skill Objective: The students will be able to identify the proper safety procedure for each situation presented.

Directions: Circle the letter of the correct safety procedure in each situation.

1. Jim is a waiter at Grenelefe. The floor in the kitchen had just been mopped when Jim came running in to get a salad for a guest. When walking on a wet floor, Jim should
   - A. walk in a fast, quick manner
   - B. take big leaps over the wet area of the floor
   - C. walk in slow, short steps
   - D. none of the above

2. Nancy is a waitress at Grenelefe. While serving guests she notices that one of the water glasses is cracked. Nancy should
   - A. pour water into the glass for the guest anyway
   - B. turn the glass over on the table
   - C. remove the glass from the table, and replace it with a good one
   - D. none of the above

3. Steve is a chef at Grenelefe. His job is to slice meat on the slicing machine. When slicing meat on the slicing machine, Steve should
   - A. have another kitchen worker hold the meat down on the machine
   - B. hand feed the meat into the slicer
   - C. Use the feed plate on the slicer to move the meat into the the blade
   - D. none of the above

4. Mary is a kitchen worker at Grenelefe. Mary is given a new job in which she must use the deep fat fryer, a machine she's unfamiliar with. What should Mary do?
   - A. By trial and error learn how to use the machine.
   - B. Refuse to use the machine.
   - C. Ask for someone to show her how to use the machine.
   - D. Get someone else to do it.

5. Maurice is a new waiter at Grenelefe. He likes to fill the guests' water glasses and coffee cups up the to the brim. Maurice doesn't realize that this practice could
   - A. cause the tablecloth to get dirty
   - B. cause the guests to spill liquid on themselves
   - C. cause a shortage of coffee
   - D. none of the above

LEARNING ACTIVITY 6.1 DATE ____________

FOOD SERVICE

Task: Understanding Safety Rules (Restaurant Safety)

Skill Objective: The students will be able to write the proper safety procedure for each situation given.

Materials: Grenelefe Employee Handbook, Worksheet

Evaluation: Post Test

Directions: Read pages 33-34 of the employee handbook, then read the situations presented below. On the line below each situation, write the proper safety procedure that should be followed, according to the "Restaurant Safety" section of the handbook (pages 33-34).

1. Maurice and James are waiters at Grenelefe. Maurice was carrying "hot stuff" from the kitchen, but James was in the way. What should James do?

   ____

   ____

2. Susan is a waitress at Grenelefe. She likes to wear leather or smooth soled shoes while working. Are these the proper type of shoes to wear while working in a restaurant? __________ What type of shoes should she wear?

   ____

3. What is the rule to ALWAYS REMEMBER when cutting, peeling, chopping, etc., with a knife?

   ____

4. What safety procedure should be followed when opening all doors that swing out into a corridor or dining area?

   ____

5. When lighting a gas oven in the kitchen area, what safety procedure should be followed?

   ____

LEARNING ACTIVITY 6.2 DATE

FOOD SERVICE

Task: Understanding Safety Rules (Restaurant Safety)

Skill Objective: The students will be able to state the proper safety procedure to be followed for each situation provided.

Materials: Grenelefe Employee Handbook, Worksheet

Evaluation: Post Test

Directions: Re-read the handbook, pages 33-34, if necessary. Work in groups of two (2). Question one another using the flash cards provided. Each flash card has a safety problem presented on one side, with the proper safety procedure written on the other side. Take turns asking questions and giving answers, until each person answers correctly.

FLASH CARDS

SITUATION	PROPER PROCEDURE
slicing meat on slicer	use feed plate to move meat into the blade
cracked water glass	remove from table, replace with a glass in good condition
wet floor	walk in slow, short steps
glasses and cups filled to brim	do not fill to brim
you have to operate a new machine	ask for instructions on how to operate machine

POST TEST 6 **DATE** ____________________

FOOD SERVICE

Task: Understanding Safety Rules (Restaurant Safety)

Skill Objective: The students will be able to identify the proper safety procedure for each situation presented.

Directions: Circle the letter of the correct safety procedure in each situation.

1. Jim is a waiter at Grenelefe. The floor in the kitchen had just been mopped when Jim came running in to get a salad for a guest. When walking on a wet floor, Jim should
   - A. walk in a fast, quick manner
   - B. take big leaps over the wet area of the floor
   - C. walk in slow, short steps
   - D. none of the above

2. Nancy is a waitress at Grenelefe. While serving guests she notices that one of the water glasses is cracked. Nancy should
   - A. pour water into the glass for the guest anyway
   - B. turn the glass over on the table
   - C. remove the glass from the table, and replace it with a good one
   - D. none of the above

3. Steve is a chef at Grenelefe. His job is to slice meat on the slicing machine. When slicing meat on the slicing machine, Steve should
   - A. have another kitchen worker hold the meat down on the machine
   - B. hand feed the meat into the slicer
   - C. Use the feed plate on the slicer to move the meat into the the blade
   - D. none of the above

4. Mary is a kitchen worker at Grenelefe. Mary is given a new job in which she must use the deep fat fryer, a machine she's unfamiliar with. What should Mary do?
   - A. By trial and error learn how to use the machine.
   - B. Refuse to use the machine.
   - C. Ask for someone to show her how to use the machine.
   - D. Get someone else to do it.

5. Maurice is a new waiter at Grenelefe. He likes to fill the guests' water glasses and coffee cups up the to the brim. Maurice doesn't realize that this practice could
   - A. cause the tablecloth to get dirty
   - B. cause the guests to spill liquid on themselves
   - C. cause a shortage of coffee
   - D. none of the above

PRE TEST 7 DATE ______

FOOD SERVICE

Task: Effective Oral Communication

Skill Objective: The students will write a sentence in which they, as a waiter/waitress, address a "special" type of customer, who has an extraordinary need. (Once the students have successfully completed this test, they will practice these sentences orally, using a tape recorder.)

Martha must use a wheelchair. When she enters the restaurant, what would you say to her about a possible seating arrangement? Write a sentence in which you recommend a comfortable table for her to sit at.

A young family comes into the restaurant with young children. Write a sentence in which you recommend a high chair for the very young child.

Jim is in a hurry to get to Orlando airport. He doesn't have a lot of time for all the extras you offer as part of your service. Write a sentence in which you suggest a food item that may be prepared and served quickly.

Mr. James is a very tall man. Write a sentence in which you suggest that Mr. James sit at a table with extra leg room where he can relax and enjoy his meal.

FOOD SERVICE

Task: Effective Oral Communication

Skill Objective: The students will be able to state if the waiters/waitresses in the following situations were right or wrong in how they handled "special" guests in a restaurant. Once the students have completed Part 1, they will then practice speaking the dialogues given in Part 1 as the activity for Part 2.

Materials: Worksheet, tape recorder, blank audio cassette tape, Grenelefe pamphlet - Types of Guests and How to Serve Them

Evaluation: Post Test

Directions: Read the pamphlet entitled: Types of Guests and How to Serve Them, then read each dialogue presented below. Based on what you read on how to treat "special" guests, circle the word "correct" if what the employee did was right, or "incorrect", if the employee was wrong. Then work in groups of 2 people, and practice reading the dialogues. Use the tape recorder to record your dialogues, then listen to each dialogue. Dialogues are on the attached page.

LEARNING ACTIVITY 7.2 DATE

FOOD SERVICE

Dialogue #1

A young couple enters the dining room. The young woman keeps admiring a diamond ring on her left hand. The waiter notices the ring, and their conversation during the appetizer. They appear to have just gotten engaged.

Waiter: It appears that congratulations are in order. Is that true?

Man: Well yes, we just became engaged tonight.

Waiter: Well, then we would like to offer you this complimentary bottle of champagne with your meal as our way of saying congratulations.

Man: Why, thank you! That's very nice of you! This is a nice restaurant.

Waiter: You're welcome, and again, congratulations!

Did the waiter act properly? Yes No

Dialogue #2

A man enters the dining room. He keeps looking at his watch. He appears to be in a hurry.

Waiter: My name is John and I'll be your server. Would you like to order now, sir?

Man: Yes, I would. What could I possibly order that would be a quick, light meal?

Waiter: May I suggest a grilled steak burger and the soup of the day, which is French onion. Would that be all right?

Man: Yes, that sounds delicious. I'd like my burger well done, please, and I'll have a cup of coffee.

Waiter: Very good sir, I'll be right back with your order.

Did the waiter act properly? Yes No

POST TEST 7 **DATE**

FOOD SERVICE

Task: Effective Oral Communication

Skill Objective: The students will write a sentence in which they, as a waiter/waitress, address a "special" type of customer, who has an extraordinary need. (Once the students have successfully completed this test, they will practice these sentences orally, using a tape recorder.)

Martha must use a wheelchair. When she enters the restaurant, what would you say to her about a possible seating arrangement? Write a sentence in which you recommend a comfortable table for her to sit at.

A young family comes into the restaurant with young children. Write a sentence in which you recommend a high chair for the very young child.

Jim is in a hurry to get to the Orlando airport. He doesn't have a lot of time for all the extras you offer as a part of your service. Write a sentence in which you suggest a food item that may be prepared and served quickly.

Mr. James is a very tall man. Write a sentence in which you suggest that Mr. James sit at a table with extra leg room where he can relax and enjoy his meal.

PRE TEST 8 DATE ____________

FOOD SERVICE

Task: Following Written Instructions

Skill Objective: The students will be able to correctly place in order the proper steps in serving wine in a restaurant. (Once the students have successfully completed this test, they will demonstrate the proper procedures for serving wine.)

Directions: Using the numbers 1-8, put the following steps for serving wine in the correct order.

____ Write down the wine order. Repeat the order verbally to the customer.

____ Present the wine list to the customer, after the food order has been taken.

____ Unscrew the cork from the corkscrew and place it near the glass of the person who ordered the wine.

____ Pour the wine carefully for all the guests at the table.

____ Cut and remove the capsule over the cork.

____ Carry the bottle carefully to the table and show the label to the customer.

____ Insert the corkscrew and carefully pull the cork up, remove the cork with the thumb and forefinger. Do not POP the cork.

____ Pour the guest who ordered the wine a small sample. Allow him/her to smell and taste the wine.

LEARNING ACTIVITY 8.1 **DATE** ____________

FOOD SERVICE

Task: Following Written Directions (General Service Rules)

Skill Objective: The students recognize proper and improper service techniques in the dialogues presented. Then practice the dialogues in groups of 2, using a tape recorder.

Materials: Grenelefe's General Service Rules, Worksheet with dialogues, tape recorder, blank audio tape

Evaluation: Post Test

Directions: Read the information titled General Service Rules, then read the dialogues presented on these two pages. If the waiter/waitress acted according to the general service rules, circle yes, if waiter/waitress acted improperly, then circle no.

Dialogue #1

Waiter: I'm sorry, but I can't wait on you. You're not sitting at one of my tables.

Man: Well, where's the waiter for this table?

Waiter: I think he's taking his break, so you'll just have to wait. I'm sorry.

Man: Well, we're not going to wait, or come back to this restaurant again!

Did the waiter act according to general service rules? ____________

What should the waiter have done?

A. Immediately look for the other waiter
B. Tell the supervisor
C. Take their orders immediately
D. None of the above

How long should a guest have to wait for service?

Dialogue #2

Waiter:	Good evening, sir. May I take your coat?
Man:	Yes, thank you.
Waiter:	Here's the wine list and our dinner menu. Would you like to order a cocktail?
Man:	Yes, I'll have a dry martini. Waiter, I cannot eat foods cooked with a lot of salt. Would it be possible to have my meat cooked without seasoning?
Waiter:	Yes, sir. Also, I can tell you that our vegetables are also cooked without additional salt. Now sir, I'll go get your martini, and come back to take your order.

Did the waiter respond to the guest's request in a manner suggested in the general service rules? ______________

Reminder: Now, work in groups of two people, and practice the dialogue that represents the proper way to give a guest service.

POST TEST 8 **DATE** ______

FOOD SERVICE

Task: Following Written Instructions

Skill Objective: The students will be able to correctly place in order the proper steps in serving wine in a restaurant. (Once the students have successfully completed this test, they will demonstrate the proper procedures for serving wine.)

Directions: Using the numbers 1-8, put the following steps for serving wine in the correct order.

____ Write down the wine order. Repeat the order verbally to the customer.

____ Present the wine list to the customer, after the food order has been taken.

____ Unscrew the cork from the corkscrew and place it near the glass of the person who ordered the wine.

____ Pour the wine carefully for all the guests at the table.

____ Cut and remove the capsule over the cork.

____ Carry the bottle carefully to the table and show the label to the customer.

____ Insert the corkscrew and carefully pull the cork up, remove the cork with the thumb and forefinger. Do not POP the cork.

____ Pour the guest who ordered the wine a small sample. Allow guest to smell and taste the wine.

PRE TEST 9 **DATE** ________________

FOOD SERVICE

Task: Following Written Directions (General Service Rules)

Skill Objective: The students will identify the proper service technique for serving guests in the situation provided.

Directions: Circle the letter of the correct technique for each situation presented below.

1. Ms. Pittypat is a guest seated at one of your tables. She likes to eat very slowly. Before you clear away her dishes you should:
    A. Ask her permission to clear away the dishes.
    B. Clear the dishes quickly, even is she's not finished.
    C. Let her clean up her own dishes.
    D. None of the above.

2. Mr. Jacobs dropped his knife while eating. He asks you to bring him a clean knife. How should you offer another, clean knife to Mr. Jacobs?
    A. Hold the blade end of the knife in your hand.
    B. Tell him you'll go wash his knife for him.
    C. Place a clean knife in a napkin and holding it from the base, give it to Mr. Jacobs.
    D. None of the above.

3. Mrs. Edwards likes to drink a lot of water with her dinner. How should you see to her beverage needs?
    A. Tell her she only gets one glass of water with her meal.
    B. Tell her to bring her own water.
    C. See to it that her water glass never remains empty for long.
    D. None of the above.

4. The Smith family likes to eat dinner at any of the Grenelefe restaurants. Before you bring their dinner entrees to the table, you should:
    A. Clear away the dishes used to serve the appetizer.
    B. Leave the dirty dishes on the table.
    C. Tell them to put the dirty dishes on their laps.
    D. None of the above.

5. A major rule of good table service is to:
    A. Serve food from the left, and beverages from the right.
    B. Drop dirty dishes on the floor.
    C. Clink glasses together.
    D. None of the above.

LEARNING ACTIVITY 9.1 **DATE** ____________

FOOD SERVICE

Task: Following Written and Oral Directions

Skill Objective: The students will listen to directions on how to give a guest wine service. The students will then place the steps for wine service on the worksheet in the proper order, using the numbers 1-8.

Materials: Tape recorder, prepared tape with wine service directions on it, Worksheet

Evaluation: Post Test

Directions: Listen as the directions for wine service are presented on the tape recorder. As you are listening to the audio tape, number the steps for wine service, on your worksheet, in the proper order, using the numbers 1-8.

_______ Write down the wine order. Repeat the order verbally to the customer.

_______ Present the wine list to the customer, after the food order has been taken.

_______ Unscrew the cork from the corkscrew and place it near the glass of the person who ordered the wine.

_______ Pour the wine carefully for all the guests at the table.

_______ Cut and remove the capsule over the cork.

_______ Carry the bottle carefully to the table and show the label to the customer.

_______ Insert the corkscrew and carefully pull the cork up, remove the cork with the thumb and forefinger. Do not POP the cork.

_______ Pour the guest who ordered the wine a small sample. Allow guest to smell and taste the wine.

Task: Following Written Directions

Skill Objective: The students will follow the step by step instructions from Part 1 of this activity to actually take a wine order, open a bottle of wine, and serve it.

Materials: Worksheet for Part 1, corkscrew, bottle of wine, wine glass(es)

Evaluation: Post Test

Directions: Follow the steps you learned in Part 1 to:

1. Take a wine order
2. Properly open a bottle of wine
3. Properly serve a glass of wine

The class will work in one large group under the supervision of the instructor.

POST TEST 9 **DATE** ____________

FOOD SERVICE

Task: Following Written Directions (General Service Rules)

Skill Objective: The students will identify the proper service technique for serving guests in the situation provided.

Directions: Circle the letter of the correct technique for each situation presented below.

1. Ms. Pittypat is a guest seated at one of your tables. She likes to eat very slowly. Before you clear away her dishes you should:
   - A. Ask her permission to clear away the dishes.
   - B. Clear the dishes quickly, even is she's not finished.
   - C. Let her clean up her own dishes.
   - D. None of the above.

2. Mr. Jacobs dropped his knife while eating. He asks you to bring him a clean knife. How should you offer another, clean knife to Mr. Jacobs?
   - A. Hold the blade end of the knife in your hand.
   - B. Tell him you'll go wash his knife for him.
   - C. Place a clean knife in a napkin and holding it from the base, give it to Mr. Jacobs.
   - D. None of the above.

3. Mrs. Edwards likes to drink a lot of water with her dinner. How should you see to her beverage needs?
   - A. Tell her she only gets one glass of water with her meal.
   - B. Tell her to bring her own water.
   - C. See to it that her water glass never remains empty for long.
   - D. None of the above.

4. The Smith family likes to eat dinner at any of the Grenelefe restaurants. Before you bring their dinner entrees to the table, you should:
   - A. Clear away the dishes used to serve the appetizer.
   - B. Leave the dirty dishes on the table.
   - C. Tell them to put the dirty dishes on their laps.
   - D. None of the above.

5. A major rule of good table service is to:
   - A. Serve food from the left, and beverages from the right.
   - B. Drop dirty dishes on the floor.
   - C. Clink glasses together.
   - D. None of the above.

PRE TEST 10 DATE ____________

FOOD SERVICE

Task: Effective Oral Communication

Skill Objective: The students will be able to write sentences in which they demonstrate SUGGESTIVE and UP SELLING techniques. In one part, the students will also demonstrate their knowledge of the types of wine served at Grenelefe. (Once the students have successfully completed this test, they will orally practice their sentences, using a tape recorder.)

Suggestive Selling Technique

A customer at one of your tables is uncertain about whether or not they want dessert. Write a sentence, using a SUGGESTIVE SELLING technique to persuade your customer to order dessert.

____

____

Up Selling Technique

A group of five customers wish to order wine with their meal. (They are having turkey for their dinner.) Write a sentence, using an UP SELLING technique, in which you suggest a premium wine to go with their meal.

____

____

LEARNING ACTIVITY 10.1 **DATE** __________

FOOD SERVICE

Task: Effective Oral Communication

Skill Objective: The students will be able to recognize the sales techniques being used in the following dialogues, and write them on the line following each dialogue. The students will then orally practice the dialogues with their classmates. The oral dialogues will be audio taped.

Materials: Grenelefe Information on Sales Techniques, Worksheet, tape recorder, blank audio cassette

Evaluation: Post Test

Directions: Read the information on sales techniques, then read each dialogue presented below. On the line above each dialogue, write if the dialogue demonstrates a suggestive selling technique, or an up selling technique. Then orally practice each dialogue, taking turns with each part, and tape record your dialogues.

Dialogue #1

Waiter: Are you ready to order, sir?

Man: Yes, I'd like to have some sort of tropical drink before dinner.

Waiter: Well sir, may I interest you in a Pina Colada? A Pina Colada is a mixture of coconut juice, pineapple juice, and rum. It's quite delicious, with just the right mixture of sweetness and tartness. May I get one for you?

Man: Yes, that sounds good. Thank you.

Dialogue #2

Woman: I'd like to order a steak for dinner.

Waiter: Would you like a cut of Filet Mignon or New York Strip? Our Filet Mignon is fresh and very tender and can be prepared to your liking. Would you like to order one?

Woman: Oh, the Filet Mignon sounds delicious. I'll have one of those, medium rare. Thank you.

Waiter: You're welcome, madam. I'll be right back with your salad.

LEARNING ACTIVITY **DATE** ____________________

FOOD SERVICE

Task: Effective Oral Communication

Skill Objective: The students will write a sentence in which they, as a waiter/waitress, address a "special" type of customer, who has an extraordinary need. (Once the students have successfully completed this test, they will practice these sentences orally, using a tape recorder.)

Martha must use a wheelchair. When she enters the restaurant, what would you say to her about a possible seating arrangement? Write a sentence in which you recommend a comfortable table for her to sit at.

____

____

A young family comes into the restaurant with young children. Write a sentence in which you recommend a high chair for the very young child.

____

____

Jim is in a hurry to get to the Orlando airport. He doesn't have a lot of time for all the extras you offer as a part of your service. Write a sentence in which you suggest a food item that may be prepared and served quickly.

____

____

Mr. James is a very tall man. Write a sentence in which you suggest that Mr. James sit at a table with extra leg room where he can relax and enjoy his meal.

____

____

POST TEST 10 **DATE** ______________________

FOOD SERVICE

Task: Effective Oral Communication

Skill Objective: The students will be able to write sentences in which they demonstrate SUGGESTIVE and UP SELLING techniques. In one part, the students will also demonstrate their knowledge of the types of wine served at Grenelefe. (Once the students have successfully completed this test, they will orally practice their sentences, using a tape recorder.)

Suggestive Selling Technique

A customer at one of your tables is uncertain about whether or not they want dessert. Write a sentence, using a SUGGESTIVE SELLING technique to persuade your customer to order dessert.

____

____

Up Selling Technique

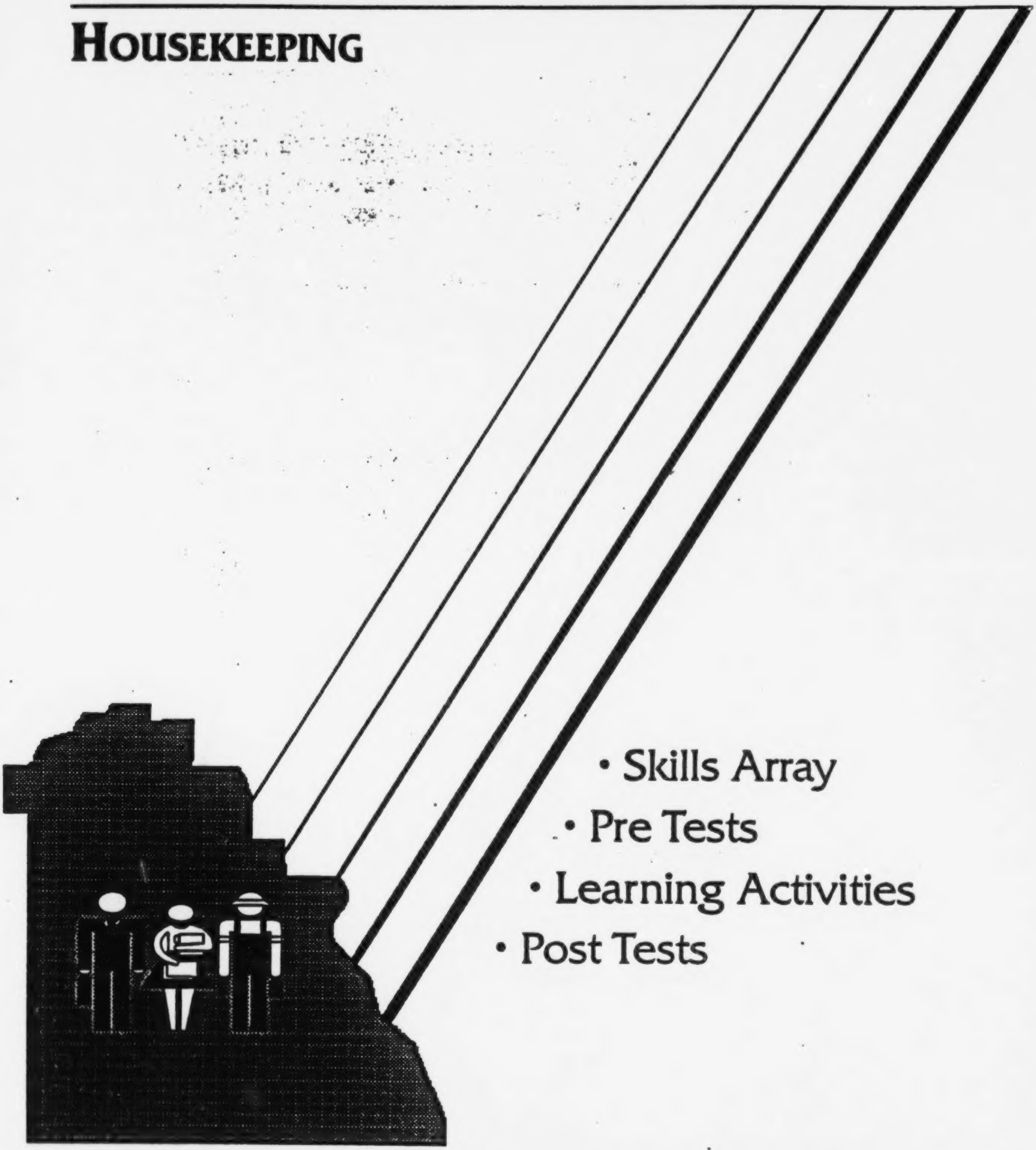
A group of five customers wish to order wine with their meal. (They are having turkey for their dinner.) Write a sentence, using an UP SELLING technique, in which you suggest a premium wine to go with their meal.

____

____

WORKFORCE EDUCATION

HOUSEKEEPING



- Skills Array
- Pre Tests
- Learning Activities
- Post Tests

SKILLS ARRAY **DATE**

HOUSEKEEPING

A. Effective Oral Communication

  1. Telephone Etiquette
  3. Giving Directions to Guests
  5. Guest Courtesy and Privacy

B. Job Related Vocabulary

  2. Room Amenities and Placement

C. Following Written Directions

  4.2 Cleaning an A Unit
  6.0 Completing the Maids Worksheet

SKILLS ARRAY **DATE** ____________

HOUSEKEEPING

Language Task: Using Specific Job Related Written Communication Effectively

Skills:

- I. Following Written Directions
  - A. Cleaning an A Unit
- II. Vocabulary
  - A. Names and Placement of Amenities in Each Unit
- III. Completing the Maid Worksheet
  - A. Writing Legibly
  - B. Proper Usage
  - C. Writing Complete Sentences

Language Task: Effective Oral Communication

Skills:

- I. Guest Relations
  - A. Courtesy to Guests
  - B. Giving Directions to Guests
    - 1. Vocabulary of place names at Grenelefe
- II. Telephone Etiquette (Demonstration)
  - A. Phoning in Room Reports
  - B. Requesting Help
  - C. Calling For a Ride to the Next Job Area
- III. Following Oral Directions (Demonstration)
  - A. Observe Students Clean a Unit at Grenelefe

PRE TEST 1 **DATE** ____________

HOUSEKEEPING

Task: Telephone Etiquette (Demonstration)

Skill: The students will be able to hold a telephone conversation in which they report a room which needs immediate maintenance attention.

Housekeeping student: Hello, M________________, ______________,
this is ____________________________ in ______________________.
I'd like to report that condo #__________ has a water problem. The guest allowed the tub to really overflow, and mostly all the carpeting in the living room and dining area is totally soaked with water. We're unable to clean this unit properly because of this. Thank you.

LEARNING ACTIVITY 1.1 DATE ____________________
HOUSEKEEPING

Task: Oral Communication (Telephone Etiquette)

Skill Objective: The students will fill in the blanks of the sentences below. They will then rewrite their sentences on the language master cards, then orally practice them, using the language master.

Materials: Worksheet, language master, blank language master cards

Evaluation: Post Test

1. Hello M__________. _______________.

2. This is ____________________ ____________________________.

3. I'm cleaning in room #__________, and there's a problem in here with the ____.

4. There seems to be ____
____.

5. I'll finish cleaning what I can. ______________________ you.

LEARNING ACTIVITY 1.2 **DATE** ____________

HOUSEKEEPING

Task: Oral Communication (Telephone Etiquette)

Skill Objective: The students will work in pairs on a conversational telephone dialogue in which they will telephone the housekeeping department at Grenelefe to report a problem. The students will then orally practice reading their dialogue.

Materials: Worksheet

Evaluation: Post Test

Directions: Work with your partner to write a short dialogue in which one of you telephones the housekeeping department with a problem. Each of you should have at least three lines of dialogue.

Person #1: ____

Person #2: ____

Person #1: ____

Person #2: ____

Person #1: ____

Person #2: ____

POST TEST 1 DATE ____________

HOUSEKEEPING

Task: Telephone Etiquette (Demonstration)

Skill: The students will be able to hold a telephone conversation in which they report a room which needs immediate maintenance attention.

Housekeeping student: Hello, M________________, ______________,
this is ______________________________ in _______________________.
I'd like to report that condo #_________ has a water problem. The guest allowed the tub to really overflow, and mostly all the carpeting in the living room and dining area is totally soaked with water. We're unable to clean this unit properly because of this. Thank you.

PRE TEST 2 **DATE** ____________________

HOUSEKEEPING

Task: Identification of Job Related Vocabulary

Skill Objective: The students will be able to identify room amenities and their placement in the room.

Directions: Please circle the items below that would be left on the bathroom sink in an "A", "B", or "C" Unit.

hand towel
shower cap
Tone Soap
hand and body lotion
Dial Soap
shampoo
Kleenex tissues
washclothes
plastic cups

Directions: Please circle the items below that would be left on the towel rack in an "A", "B", or "C" Unit.

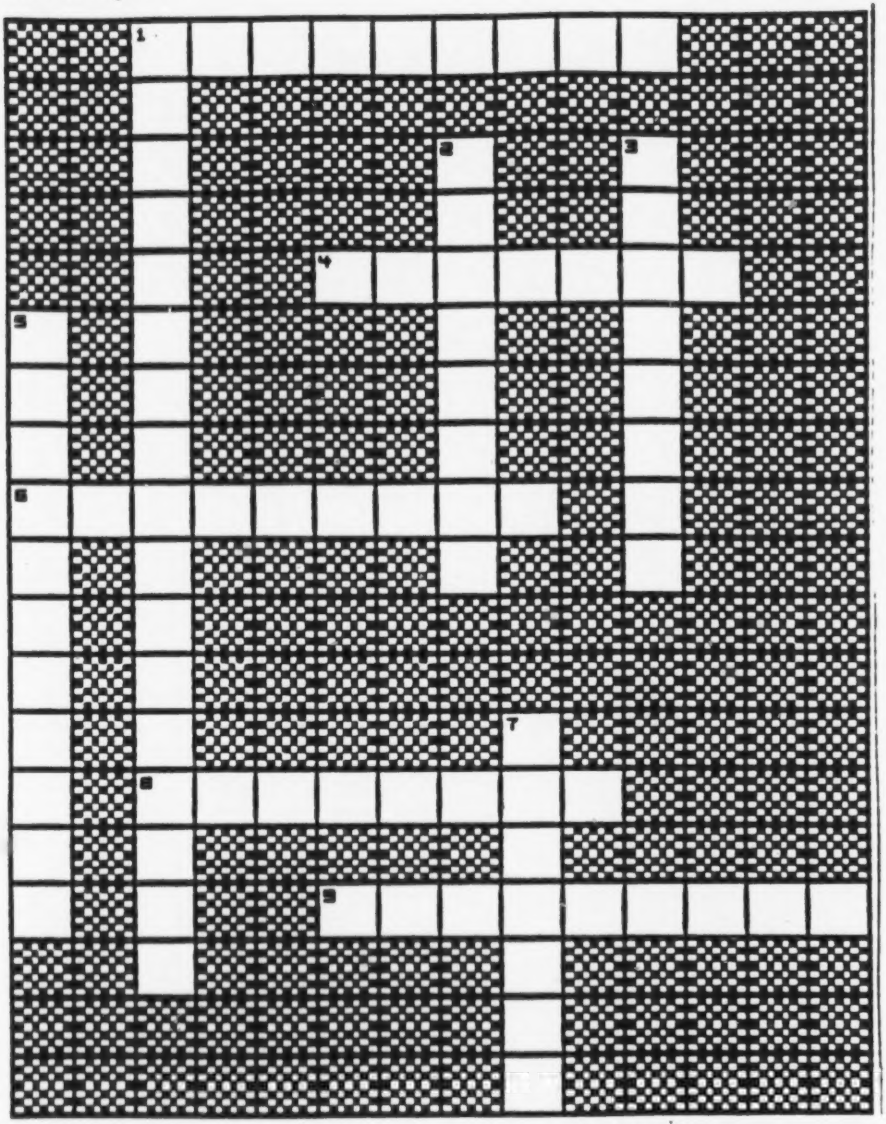
bath towels
Dial Soap
roll of toilet tissue
washclothes
bath mat
shower cap
Tone Soap

LEARNING ACTIVITY 2.1 **DATE** ____________

HOUSEKEEPING

Task: Identification of Job Related Vocabulary

Skill Objective: The students will be able to complete the crossword puzzle using job related vocabulary for items used in their work as housekeepers.



ACROSS CLUES

1. Used to dry hands
4. Used to cleanse hair
6. Used to cover head while showering
8. Soap left on bathroom sink
9. Used to dry body

DOWN CLUES

1. Used to moisturize skin
2. Soap left on tub
3. Used to clean and polish shoes
5. Used for drinking liquids
7. Used on floor to absorb water after bathing

LEARNING ACTIVITY 2.2 DATE ____________________

HOUSEKEEPING

Task: Identification of Job Related Vocabulary

Skill Objective: The students will be able to match the room amenities listed on the left with where they are placed in a Grenelefe unit on the right.

Materials: Worksheet, cleaning card

Evaluation: Post Test

Directions: Using the maids' cleaning cards, match the room amenity on the left, with the location of its placement in a unit, on the right. Put the letter of the correct location in front of each amenity listed.

________ Tone Soap

________ hand towel

________ shampoo

________ plastic cups

________ Dial Soap

________ shower cap

________ hand and body lotion

________ shoe mitt

________ bath towel

________ bath mat

A. towel rack

B. top of bathroom sink

POST TEST 2 **DATE**

HOUSEKEEPING

Task: Identification of Job Related Vocabulary

Skill Objective: The students will be able to identify room amenities and their placement in the room.

Directions: Please circle the items below that would be left on the bathroom sink in an "A", "B", or "C" Unit.

hand towel
shower cap
Tone Soap
hand and body lotion
Dial Soap
shampoo
Kleenex tissues
washclothes
plastic cups

Directions: Please circle the items below that would be left on the towel rack in an "A", "B", or "C" Unit.

bath towels
Dial Soap
roll of toilet tissue
washclothes
bath mat
shower cap
Tone Soap

PRE TEST 3 **DATE** ____________

HOUSEKEEPING

Task: Giving Directions to Guests

Skill Objective: The students will be able to read a map of Grenelefe, and give directions to guests.

On a separate piece of paper, number from 1-5, and answer the following questions based on the map of Grenelefe pictured below.

1. What are the two state roads that border and divide the Grenelefe Resort and Conference Center?
2. Name the drive a guest would use to go from the Resort Center to the West Course Clubhouse.
3. A guest in Condo #237 would like to go to the Tennis Village. How would you direct them to go there?
4. A guest in Condo #326 would like to go to the Golf Studio. How would you direct them to go there?
5. A guest in Condo #211 would like information on purchasing real estate at Grenelefe. Where would you direct them to go, and how would you tell them to get there?

PRE TEST 3.1 **DATE** ______________
HOUSEKEEPING

Task: Giving Directions to Guests

Skill Objective: The students will be able to identify the locations of 5 major areas at Grenelefe Resort, and answer questions as to how to get to each area.

Materials: Grenelefe map, Worksheet

Evaluation: Post Test

Directions: Look at the map of Grenelefe. Using the information from your map, fill in the blanks below.

1. You are located at the West Course Clubhouse, when a guest asks you how he/she may go from there to Burnway Pavilion.

   Your answer:

   "Go to the end of this drive. Then turn ______________ onto ______________. Once you pass the ______________, Burnway Pavilion will be on your ______________."

2. You are located at the Resort Center. A guest asks you where all the swimming pools at Grenelefe are located.

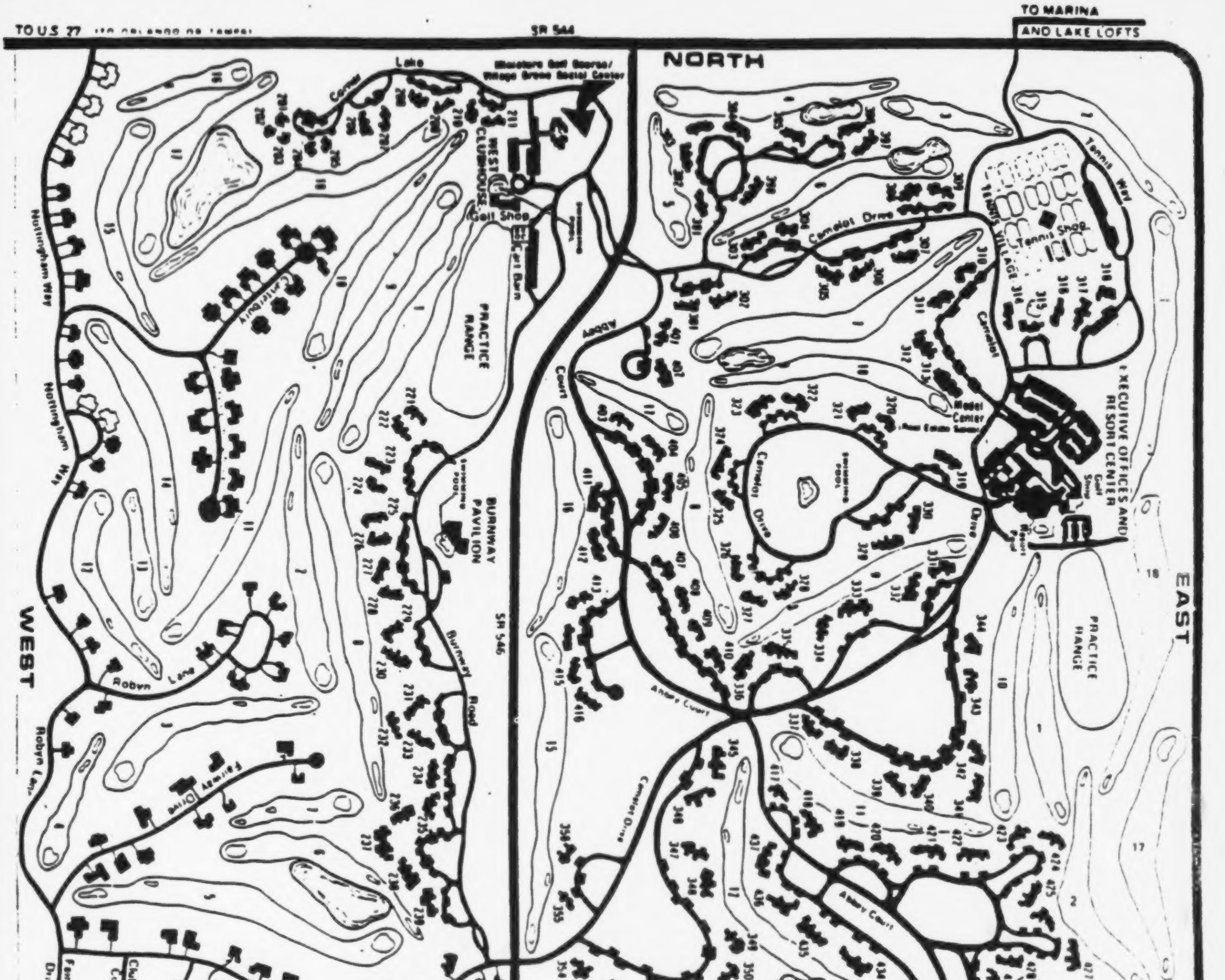
   Your answer:

   "There are swimming pools here at the _________ __________, at ____________, and one more at ______________."

3. You are located at the West Course Clubhouse when a guest asks you how to get to the Tennis Shop.

   Your answer:

   "Go out this road to State Road #__________. Go ______________ ______________ State Road #__________. Once on the other side, the road will split into two parts. The road on the left will be ______________. The road that goes straight ahead will be ______________. Turn ______________ onto ______________, and follow that road straight to the Tennis Village. The Tennis Shop is contained within the Tennis Village."


TO U.S. 27 (TO ORLANDO OR TAMPA)
SR 544
TO MARINA AND LAKE LOFTS
NORTH
Lake
Miniature Golf Course/ Village Green Social Center
WEST CLUBHOUSE
Golf Shop
Cart Barn
PRACTICE RANGE
Camelot Drive
TENNIS VILLAGE
Tennis Shop
Tennis Way
EXECUTIVE OFFICES AND RESORT CENTER
Model Center
Real Estate Sales
Abbey Court
BURNWAY PAVILION
Burnway Road
SR 546
Nottingham Way
WEST
Robyn Lane
Fairway Drive
Club Court
Bow Court
Arrow Court
Arrowhead Lane
Fun Court
EAST
PRACTICE RANGE
SOUTH
To U.S. 27 (TO CYPRESS GARDENS)
TO SR 542
ALL LAKE LOFT AREA UNIT NUMBERS HAVE PREFIX 39 (SEE UPPER RIGHT)

BEST COPY AVAILABLE

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548-1/143A

PRE TEST 3.2 DATE

HOUSEKEEPING

Task: Oral Communicatio (Giving directions to guests)

Skill Objective: The students will orally practice the sentences they completed in Part 1 of this activity (#). They will be tape recorded so they may critique themselves.

Materials: Worksheet (Part 1, Activity #), tape recorder, cassette tape

Evaluation: Post Test

Directions: Use the sentences that you just completed in Part 1 of this activity (#). In one large group, each person will have the opportunity to orally practice the sentences and will be recorded.

POST TEST 3 **DATE**

HOUSEKEEPING

Task: Giving Directions to Guests

Skill Objective: The students will be able to read a map of Grenelefe, and give directions to guests.

Directions: On a separate piece of paper, number from 1-5, and answer the following questions based on the map of Grenelefe pictured below.

1. What are the two state roads that border and divide the Grenelefe Resort and Conference Center?
2. Name the drive a guest would use to go from the Resort Center to the West Course Clubhouse.
3. A guest in Condo #237 would like to go to the Tennis Village. How would you direct them to go there?
4. A guest in Condo #326 would like to go to the Golf Studio. How would you direct them to go there?
5. A guest in Condo #211 would like information on purchasing real estate at Grenelefe. Where would you direct them to go, and how would you tell them to get there?

PRE TEST 4 **DATE** ____________________

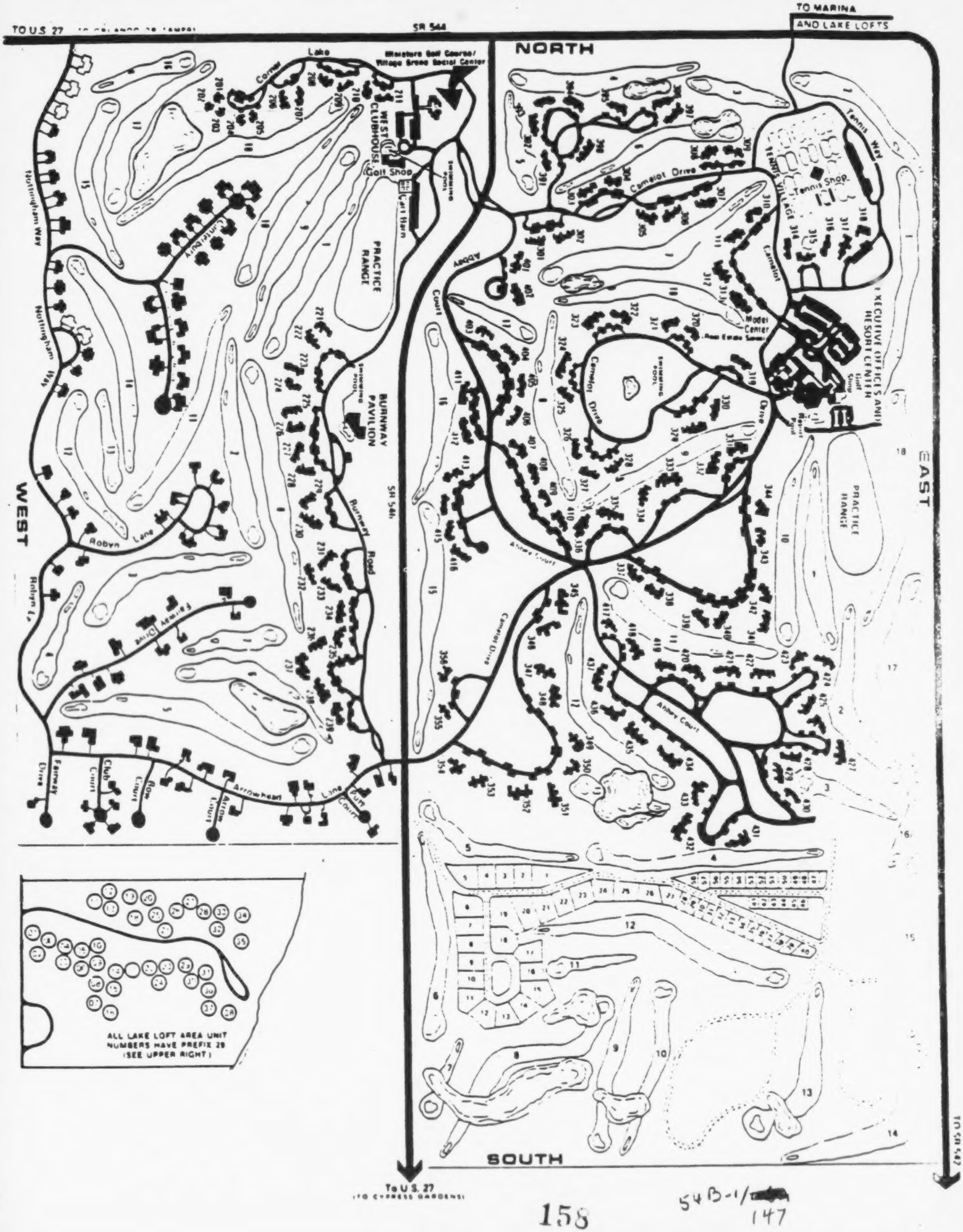
HOUSEKEEPING

Task: Follow Written Directions

Skill Objective: The students will describe the procedures for cleaning an "A" Unit at Grenelefe Resort.

In 5 steps list in order the procedures you follow to clean an "A" Unit.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________


TO U.S. 27 (TO ORLANDO OR TAMPA)
SR 544
TO MARINA
AND LAKE LOFTS
NORTH
Lake Corner
Miniature Golf Course/
Village Green Social Center
WEST CLUBHOUSE
Golf Shop
Cart Barn
PRACTICE RANGE
Nottingham Way
Canterbury
BURNWAY PAVILION
Burnway Road
SR 544
Abbey Court
Camelot Drive
Tennis Way
TENNIS VILLAGE
Tennis Shop
Model Center
Real Estate Sales
EXECUTIVE OFFICES AND RESORT CENTER
PRACTICE RANGE
EAST
WEST
Robyn Lane
Robyn Ct.
Fairway Drive
Club Court
Row Court
Arrowhead Lane
Arrow Court
Run Court
SOUTH
To U.S. 27
(TO CYPRESS GARDENS)
TO SR 542
ALL LAKE LOFT AREA UNIT NUMBERS HAVE PREFIX 29 (SEE UPPER RIGHT)

54B-1/ 147

LEARNING ACTIVITY 4.1 **DATE** ____________

HOUSEKEEPING

Task: Understanding Job Related Vocabulary

Skill Objective: The students will be shown flash cards with job related words. (See attached list.) The students will orally describe what the word on the flash card is. They must say the word, spell it, describe what it is, then say it again. After each word has been done, then the students will be shown flash cards with the same words written on them, but select letters will be missing. They will write the words on their worksheet, filling in the missing letters.

Materials: Flash cards, separate Worksheet

Follow-up: Activity #4 (Parts 1 & 2)

Directions: Your teacher will show you flash cards with words that relate to the parts of a hotel room. Each person will take a turn in which they will say the word, spell it, describe it, then say it again. You will then be shown cards of the same words, with letters missing. You will write the words on the lines of this worksheet, filling in the missing letters.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

LEARNING ACTIVITY 4.1 **DATE**

HOUSEKEEPING

Task: Understanding Job Related Vocabulary

Word list for flash cards

bathroom sink

towel rack

guest literature

kitchen

laundry bags

maids' cards

vacuum

mirror

spray cleaner

detergent

LEARNING ACTIVITY 4.2 **DATE** __________

HOUSEKEEPING

Task: Following Written Directions

Skill Objective: The students will work in one large group, to create a list of 5 steps that are to be followed in cleaning an "A" unit at Grenelefe Resort. (Reinforces group problem solving skills, and writing.)

Materials: Grenelefe Housekeeping Cards, Worksheet

Evaluation: Post Test

Directions: You are to work in one group. Sit in a circle. One person is to be the writer. Each person is to describe an action that they use when they clean an "A" unit at Grenelefe. The writer will write down each step that everyone agrees upon, until the group has created a 5 step cleaning method. Write your 5 steps on the 5 lines below.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________

LEARNING ACTIVITY 4.3 **DATE** ____________

HOUSEKEEPING

Task: Following Written Directions

Skill Objective: The students will be able to arrange the 5 steps they created in the correct order, then write them in the correct order.

Materials: 5 flash cards, each with one of the steps written on it, Worksheet

Evaluation: Post Test

Directions: Look at the 5 flash cards placed in front of you. They are not in the correct order. On this paper, write the 5 steps from the flash cards in the proper order below.

The five steps to cleaning an "A" unit

1. ____

2. ____

3. ____

4. ____

5. ____

POST TEST 4 DATE ________

HOUSEKEEPING

Task: Follow Written Directions

Skill Objective: The students will describe the procedures for cleaning an "A" Unit at Grenelefe Resort.

In 5 steps list in order the procedures you follow to clean an "A" Unit.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

PRE TEST 5 **DATE**

HOUSEKEEPING

Task: Guest Courtesy and Privacy

Skill Objective: The student will be able to recognize and use appropriate conversational English with guests.

Circle the sentences that would describe how you should greet and treat the guests at Grenelefe that you come in contact with.

"I'm sorry, but I cannot get that for you."

"Please be careful, the floor has just been mopped."

"I'd be happy to find out for you the hours that the golf school is open."

"I'm sorry, but I can't give you any extra towels."

"We only allow one shower cap to a room."

"Welcome to Grenelefe."

"I left soap in your room yesterday. Did you use it all up?"

"Good morning, housekeeping!"

"Thank you!"

While you are working a guest comes to you and wants you to tell them everything you know about a guest staying in another unit. What should you do?

A. Discuss what you have observed about the guest(s) in question.

B. Tell them the name of the guest(s) because that's all you know.

C. Politely tell the guest that you cannot discuss other guests staying at Grenelefe.

LEARNING ACTIVITY 5.1 **DATE** ______

HOUSEKEEPING

Task: Guest Courtesy

Skill Objective: The students will be able to create and speak appropriate conversational English to guests at Grenelefe Resort.

Materials: Worksheet, Language master, blank language master cards

Evaluation: Post Test

Directions: You will work in a group of 2 people. Together, write 5 sentences that show how you would speak with and treat guests at Grenelefe. Re-write your sentences on the blank language master cards, then practice speaking them using the language master.

1. ______
2. ______
3. ______
4. ______
5. ______

LEARNING ACTIVITY 5.2 **DATE** ____________________

HOUSEKEEPING

Task: Guest Privacy

Skill Objective: The students will be able to select the proper response for each situation presented regarding the privacy of Grenelefe guests.

Materials: Grenelefe Employee Handbook, Worksheet

Evaluation: Post Test

Directions: Read page 15 of your Grenelefe Employee Handbook. Then read each situation below and circle the correct response.

1. Susan is a waitress at Grenelefe. Everyday for 2 weeks she has noticed a very attractive man eating at the restaurant where she works. She assumes that he is a guest at Grenelefe, and decides to find out all the information she can about him. Is Susan correct?

   A. Yes, this man might be the man for her.
   B. Yes, he might have noticed her, too.
   C. No, Susan doesn't have a chance with him.
   D. No, Susan should respect his right to privacy.

2. Dan works in the groundskeeping department at Grenelefe. Dan learned that a famous TV actor was staying at Grenelefe for 2 weeks. While mowing the lawn on the golf course, Dan saw the actor playing golf. Dan stopped the lawn mower and approached the actor for his autograph. Was Dan right?

   A. Yes, the actor was Dan's favorite TV star!
   B. No, the actor looked mad, because he was not playing golf very well.
   C. No, because maybe the actor wanted to be left alone.
   D. Yes, because Dan wanted the autograph for his mother.

3. Tracy is a housekeeper at Grenelefe. While cleaning an occupied unit one day, another guest came into the room, started looking around, and asking questions about the guests staying in that unit. What should Tracy do?

   A. Push the guest out of the unit.
   B. Tell the guest the name(s) of the people staying in that unit.
   C. Politely tell the guest that she cannot discuss other guests staying at Grenelefe.
   D. Tell the guest to ask a security office for help.

POST TEST 5 **DATE** ____________

HOUSEKEEPING

Task: Guest Courtesy and Privacy

Skill Objective: The student will be able to recognize and use appropriate conversational English with guests.

Circle the sentences that would describe how you should greet and treat the guests at Grenelefe that you come in contact with.

"I'm sorry, but I cannot get that for you."

"Please be careful, the floor has just been mopped."

"I'd be happy to find out for you the hours that the golf school is open."

"I'm sorry, but I can't give you any extra towels."

"We only allow one shower cap to a room."

"Welcome to Grenelefe."

"I left soap in your room yesterday. Did you use it all up?"

"Good morning, housekeeping!"

"Thank you!"

While you are working a guest comes to you and wants you to tell them everything you know about a guest staying in another unit. What should you do?

A. Discuss what you have observed about the guest(s) in question.

B. Tell them the name of the guest(s) because that's all you know.

C. Politely tell the guest that you cannot discuss other guests staying at Grenelefe.

PRE TEST 6 DATE ______________________
HOUSEKEEPING

Task: Completing the Maids' Worksheet (Oral Communication)

Skill Objective: The students will be able to legibly write information requested on the maids worksheet using proper grammar.

You have just finished cleaning Units 319, 320, and 321. In Unit 319, the guests have just checked out; in Unit 320, the guest will be staying for 3 more days; and there haven't been any guests in Unit 321 for a week. Complete the maids worksheet below accordingly for each unit you just completed.

MAIDS WORKSHEET

Grenelefe

Name ______________________

LINEN CLOSET MUST BE LOCKED EVERY TIME YOU LEAVE IT.

Date ______________________

Supervisor ______________________

ROOM	STATUS	Service	Time	NOTES	SIGNATURE	PM

O – Occupied V – Vacant C/O – Check Out NS – No Sheet Change C – Complete

	Yes	No
1. Did all rooms get towels.		
2. Did marked rooms get vacuumed?		
3. Are all sliding doors locked.		

	Yes	No
4. Kleenex and toilet tissue.		
5. My linen closet is clean and locked.		

LEARNING ACTIVITY 6.1 **DATE** ____________

HOUSEKEEPING

Task: Completing the Maids' Worksheet

Skill Objective: The students will be able to match job related vocabulary contained on the maids worksheet.

Materials: Worksheet

Evaluation: Post Test

Directions: Match the words on the left with their definition on the right. Write the letter of the correct definition on the line before each word.

________ status

________ occupied

________ vacant

________ check out

________ no sheet change

________ complete

A. sheets were not changed

B. state of the room

C. guests are still staying in the room

D. people have just finished their stay

E. room has been totally cleaned

F. no one has been staying in the room

LEARNING ACTIVITY 6.2 DATE ____________

HOUSEKEEPING

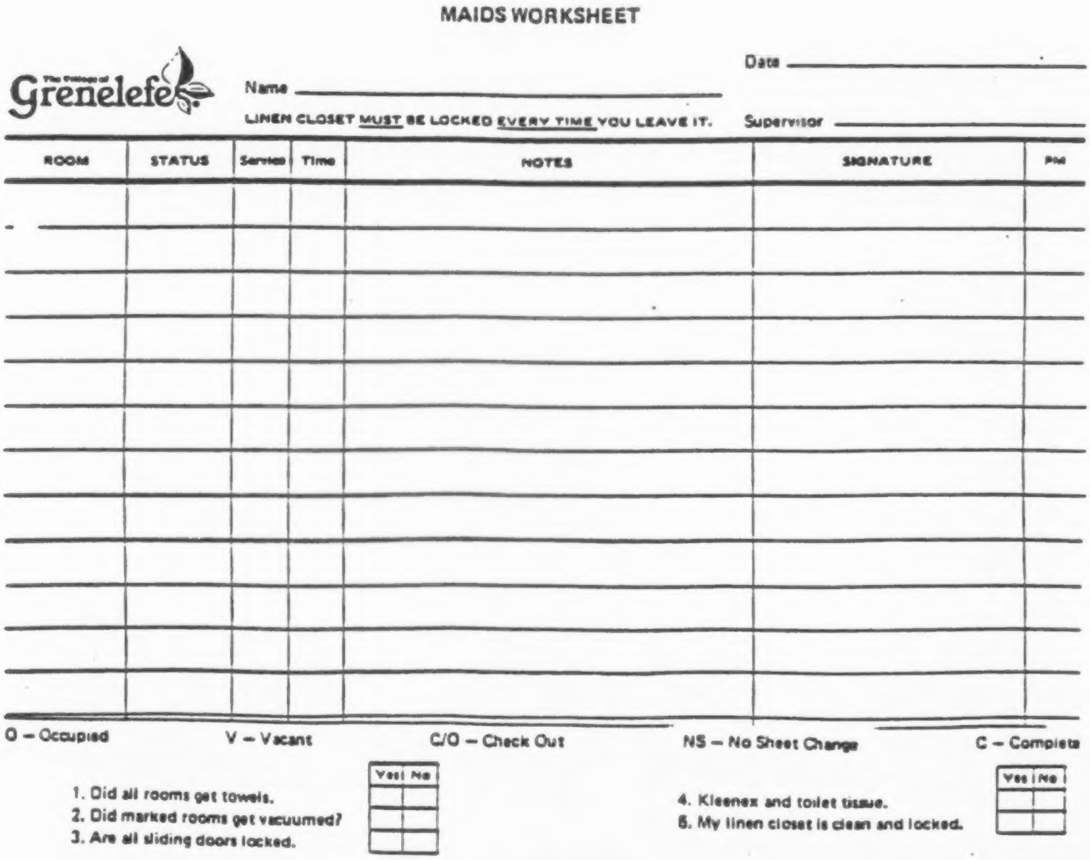
Task: Completing the Maids' Worksheet

Skill Objective: The students will be able to recognize 5 mistakes made on the Maids Worksheet presented below. They will correct each mistake as they rewrite the Maids Worksheet on page 2 of this activity.

Materials: Worksheet

Evaluation: Post Test

Directions: Look at the Maids Worksheet below. There are 5 mistakes on this worksheet. Some information has been left out or misspelled. Rewrite this worksheet on the next page, correcting each mistake.



MAIDS WORKSHEET

The Village of Grenelefe

Date ____________

Name ____________

LINEN CLOSET MUST BE LOCKED EVERY TIME YOU LEAVE IT.

Supervisor ____________

ROOM	STATUS	Service	Time	NOTES	SIGNATURE	PM

O – Occupied V – Vacant C/O – Check Out NS – No Sheet Change C – Complete

	Yes	No
1. Did all rooms get towels.		
2. Did marked rooms get vacuumed?		
3. Are all sliding doors locked.		

	Yes	No
4. Kleenex and toilet tissue.		
5. My linen closet is clean and locked.		

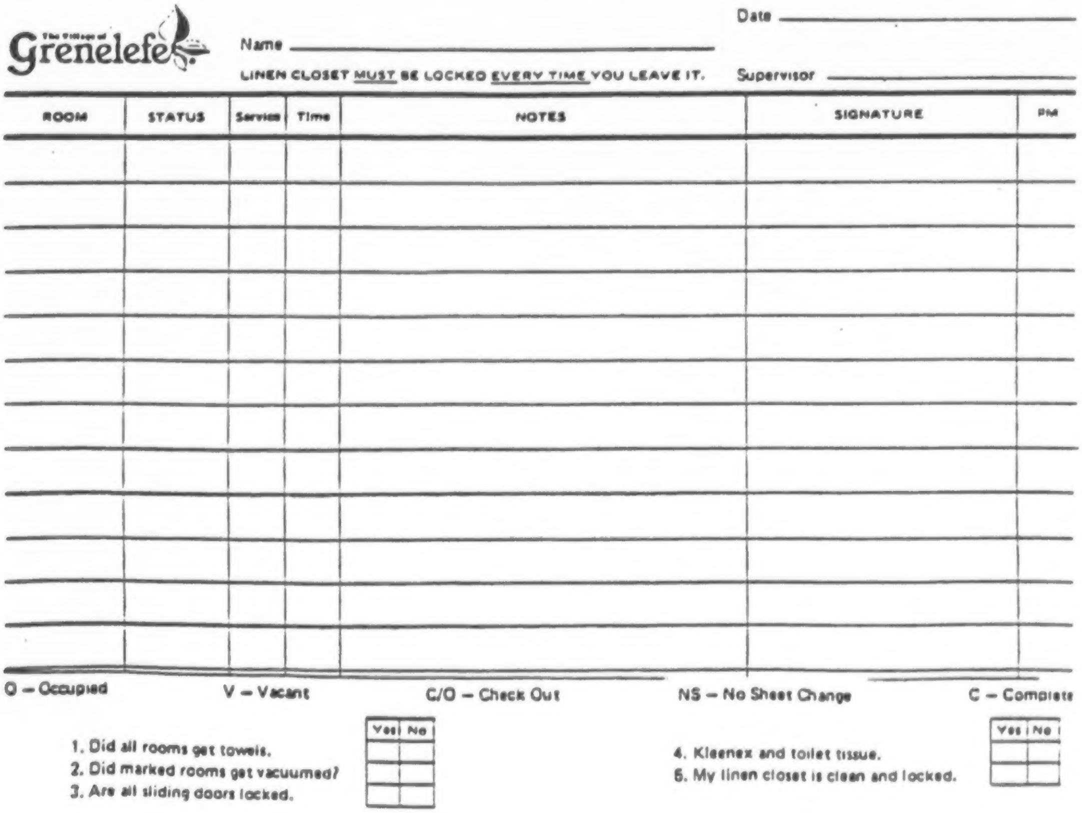
POST TEST 6 DATE ____________
HOUSEKEEPING

Task: Completing the Maids Worksheet (Oral Communication)

Skill Objective: The students will be able to legibly write information requested on the maids worksheet using proper grammar.

You have just finished cleaning Units 319, 320, and 321. In Unit 319, the guests have just checked out; in Unit 320, the guest will be staying for 3 more days; and there haven't been any guests in Unit 321 for a week. Complete the maids worksheet below accordingly for each unit you just completed.

MAIDS WORKSHEET



The Village of Grenelefe

Date ____________

Name ____________

LINEN CLOSET MUST BE LOCKED EVERY TIME YOU LEAVE IT.

Supervisor ____________

ROOM	STATUS	Service	Time	NOTES	SIGNATURE	PM

O – Occupied V – Vacant C/O – Check Out NS – No Sheet Change C – Complete

	Yes	No
1. Did all rooms get towels.		
2. Did marked rooms get vacuumed?		
3. Are all sliding doors locked.		

	Yes	No
4. Kleenex and toilet tissue.		
5. My linen closet is clean and locked.		

LITERACY IN THE WORKPLACE MASTERY CHART

Instructor ______________________

Workplace/Class Location ______________________

Student Name ______________________

Class Entry Date ______________________

Class Exit Date ______________________

Occupational Area	Pre-test Date/Score		Activities Completed	Post-test Date/Score	Instructor's Initials	Comments

Instructor Signature ______________________

Test Average ______________________

Date ______________________

Final Grade ______________________

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